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ABSTRACT

The School District of Philadelphia, through its Prescriptive Educational Approach to Children with Handicaps (PEACH) Project, funded under E.S.E.A. Title VI-B, provided diagnostic, referral, and prescriptive educational services for preschool children (between 3 and 4.7 years). Priority was given to those children most severely handicapped and closest to school age. A public awareness campaign was conducted to locate and identify handicapped children and to inform parents of the services available. Children were evaluated by a multidisciplinary team of specialists; an Individual Education Program was then written. The staff assumed responsibility for finding an appropriate placement for each child diagnosed as handicapped, in a preschool agency-sponsored program; home instruction; a Family Service program; or the Preschool Speech and Hearing program. Six of the seven major objectives of the PEACH program were fully implemented. Problems included the cumbersome manual system of storing data on the children, and the low staff productivity in handling cases. Extensive information is provided regarding goal accomplishment, and a large number of memoranda, press releases, forms, and activity reports are appended. (Author/CTM)

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PROJECT PEACH: A PRESCRIPTIVE EDUCATIONAL APPROACH FOR CHILDREN WITH HANDICAPS
E.S.E.A. - TITLE VI-B 1976 - 1977

ED159208

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February 1978
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ABSTRACT

The Prescriptive Educational Approach to Children with Handicaps (PEACH) Project funded under E.S.E.A. Title VI-B provided diagnostic, referral, and prescriptive educational services for preschool children (between 3 and 4.7 years). Priority was given to those children most severely handicapped and closest to school age.

A public awareness campaign was conducted to locate and identify handicapped children and to inform parents of the services available. Children were evaluated by a multidisciplinary team composed of medical and psychological specialists, a social service program specialist, an educational diagnostician and other professionals, where indicated. An Individual Education Program I.E.P.) was then written. (The I.E.P. is a developmental educational plan describing goals and services appropriate for the child).

The staff assumed responsibility for finding an appropriate placement for each child diagnosed as handicapped. If a preschool agency-sponsored program was not available, the child might be served by one of the following PEACH services: (1) instruction in the home, (2) a Family Service program, (3) the Preschool Speech and Hearing program.

Each contact and the services provided were recorded on a manual child-tracking system.

The PEACH program was able to implement fully six of the seven major proposal goals of the project by February 1977. The child-find public awareness campaign was highly successful in obtaining extensive coverage via various media that included radio, TV, billboards, and newspapers throughout the

the community.

The PEACH project screened 969 children, evaluated 738 children, and verified 234 children via the MDT procedure. Approximately 475 IEP's were written. All of these figures are, in varying degrees, short of the figures projected in the proposal. Forty-seven children were referred by PEACH personnel to outside agencies for service. The Preschool Speech and Hearing clinics provided therapy for 208 children. Other PEACH programs provided service for an additional 105 children.

Though staff members were expected to process and evaluate a minimum of 10-12 children per week, such projections were not met. On the average, a psychologist evaluated 3.2 children per week; an educational diagnostician evaluated 1.2 children and wrote 1.4 IEP's per week; a social service program specialist processed 2.1 children per week. In no case were projected service goals met. Key recommendations made included: (a) replace the manual child-tracking system with a computerized system, (b) monitor project personnel so that they meet the stipulated minimum standard for the number of cases that are to be processed, evaluated or treated, (c) ascertain the extent to which parents have accepted placement recommendations, (d) waive MDT process for children who require only an evaluation or assessment from the Speech, Language and Hearing unit, (e) urge parents of children at the Family Service Centers to receive instruction on how to carry out home activities designed to reinforce or complement the therapeutic program being provided.

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Program Description

The Prescriptive Educational Approach to Children with Handicaps (PEACH) Project funded under the E.S.E.A. Title VI-B during the 1976-1977 fiscal year provides diagnostic, referral, and prescriptive educational services for preschool children (between three years and four years seven months old). Priority is given to those most severely handicapped and closest to school age.

A public awareness campaign was conducted to locate and identify handicapped children and to inform parents of the services available. The campaign included the establishment of a Code-A-Phone system to provide information on a seven-day, 24 hour basis, and comprehensive use of printed and electronic media to disseminate information about available services for the handicapped.

Located handicapped children were evaluated by a multidisciplinary evaluation team composed of medical and psychological specialists, a social service program specialist, a speech and hearing therapist, and an educational diagnostician. Once the child was evaluated and diagnosed as handicapped, the educational diagnostician wrote an Individual Educational Program (I. E. P.) which was a developmental educational plan that described goals and activities appropriate for the child.

The PEACH staff assumed responsibility for finding an appropriate placement for each child diagnosed as handicapped. If a preschool agency-sponsored program was not available, the child might be served by one of the following PEACH services: 1) instruction in the home, 2) a Family Service Program stressing the development of parent effectiveness skills, 3) the Preschool Speech and Hearing Program.

Every contact with the PEACH program was recorded by the Education Specialist using the McBee Card system. This manual child tracking system was periodically updated.

A resource center for the receipt, storage, and dissemination of information to parents and project personnel, including information about resources available through an information center, was established as part of the Parent Partnership Program.

The PEACH project included a Preschool Speech and Hearing Diagnostic unit and an overall PEACH unit. The former had been established in 1972 under Title III funding and was funded under Title funds in 1974. The overall PEACH Program that was to address itself to children with all types of handicaps was established during the 1975-1976 school year and included the Preschool Speech and Hearing Unit.

The PEACH staff consisted of a project director, an information specialist, an education specialist and program manager who supervised five social program specialists, five educational diagnosticians, four psychologists, four secretaries, two teachers and three classroom aides. The Speech and Hearing Unit consisted of an overall supervisor (funded from Operating Budget funds), a program manager, 15 therapists and two secretaries.

The overall PEACH component and the Speech and Hearing component differed in the methods of program operation, organization, and populations served, although similar objectives were shared.

The Preschool Speech and Hearing Diagnostic Program was designed to provide comprehensive services to speech, language and hearing impaired children, ages 3 to 4.7 years. The Preschool Speech and Hearing Diagnostic Program was composed of three components.

a. Preschool Speech and Language Diagnostic clinics located at five sites.
b. Speech and Language therapy for Get Set retarded children enrolled in five Get Set Centers.
c. Preschool services for the hearing impaired located at five sites with the additional services of two itinerant hearing diagnosticians who operated on a citywide basis.

All components of the Preschool Speech and Hearing Diagnostic Program provided these services:

1. The identification and diagnoses of handicapped children.
2. Prescriptive therapy incorporating both individual and group therapy.
3. Parent involvement in language stimulation therapy.

The Preschool Speech and Language Diagnostic Clinics were located in the Powelton Avenue Special Education Center and the Spruance, Emlen, F. Douglass, and D.N. Fell Schools.

All members of the staff worked in some capacity to disseminate information about the Preschool clinics by generating printed materials, making telephone contact and/or oral presentations.

In addition, therapists provided individualized instruction for speech and language handicapped children, ages 3-5, during therapy sessions two times a week. Characteristic services provided by therapists were:

. diagnostic testing

. parent consultation

. remedial instruction

. referral services

. parent instruction in speech stimulation techniques

Children admitted to therapy had been diagnosed as being language deficient as compared to normal standards. One to one instructional sessions were implemented to reduce the developmental lag using instructional strategies based on individual and family needs. Efforts to assure instructional continuity for these children were provided by therapists who contacted other preschool programs in which the child was enrolled to coordinate instructional efforts as much as possible and by providing parents with homework actitivites to extend therapy session concepts.

The staff of the Speech and Language Get Set component for retarded children was limited to one itinerant therapist who visited five Get Set sites (Russell, Tabernacle, St. Barnabus, St. Mary's, St. Joseph's and Thankful Baptist Churches). Each church housed one class which the therapist visited one time per week from 9:00 a.m. to 12 noon. During center visits, the itinerant teacher acted as a resource person, provided teachers with innovative teaching strategies, demonstrated and supplemented lessons, served as a consultant for parents, tested children, and planned with the classroom teachers the instructional goals for the classes. The Speech and Language therapist servicing these Get Set classes worked under the supervision of the VI-B Program Management and the Supervisor of Speech Correction.

The itinerant therapist also provided workshops for teacher aides in Special Education to increase their skills in serving children having special problems. These workshops emphasized language stimulation techniques and basic concepts of language development.

In addition, referral information for retarded children was organized and disseminated by the itinerant teacher. Parents needing information concerning existing agencies and services were referred by the itinerant teacher to programs which seemed appropriate for their needs.

The Preschool Hearing Program shared the supervisor, Title VI-B program manager, and secretaries with the Speech component. Additional staff included two itinerant audiological diagnosticians who screened children citywide, and four hearing therapists, -- one in each of the following centers: Spruance, Emlen, F. Douglass, and D.N. Fell Schools.

Children birth to five years, were referred to the hearing centers as a result of screening tests administered by the itinerant audiological diagnosticans and by speech therapists who had determined through testing that the children's primary problems were manifested by hearing losses. Audiological tests were administered several times to children failing initial administrations. Children admitted to hearing therapy not only demonstrated developmental lag but also a continuing hearing problem. Hearing therapy sessions were one to one interactions between the hearing therapists and child and were scheduled two times per week for 45 minutes.

Characteristic services provided by hearing therapists are similar in kind to those provided by speech therapists:

- diagnostic testing
- parent consultations
- remedial instruction
- referral services
- parent instruction in stimulation techniques for the hearing impaired child

Implementation

Components of the Title VI-B Program were activated unevenly during the first half of the 1976-1977 fiscal year. In general, the staff and clinics that functioned since 1974 resumed activities on schedule in September 1976. Delays in activating the remaining components of the PEACH Program tended to be due to administrative difficulties such as:

1. Local personnel hiring policy had to be followed, delaying the hiring of staff.
2. New staff members required an orientation period to insure proper program implementation techniques.
3. Key personnel (e.g., psychologists) crucial to the final processing of masses of children and for the makeup of the multidisciplinary team were brought on board in December and February.

4. The multidisciplinary team started to function at the end of January 1977. Thus, only one IEP had been written by February 1, 1977.

These and other difficulties described in subsequent paragraphs as they related to specific components, caused the overall program to be late in being initiated. Program implementation will be discussed in detail as part of the evaluation of each component.

Attainment of Goals and Objectives

For each of the seven major components and its overall goals, a series of evaluation questions has been posed. Responses to these questions, along with supporting data, will be presented below.

Service Component 1 - Goal

To create public awareness of programs and services available to previously unserved handicapped persons.

This goal was successfully and fully implemented. Various media were utilized to wage a public awareness campaign throughout the city to advise the public of the availability of programs and services via the PEACH Program.

Question 1 - What contacts with community organizations were made and what were the nature of the contacts?

Table 1 summarizes the contacts with various agencies made by the Information Specialist in publicizing the PEACH Program to various groups and organizations.

Approximately 1,343 contacts with community organizations were completed. Approximately 90 percent of the contacts were made via mail and telephone. Site visits (4%) and meetings (5%) were also used as

Table 1

Community Organizations and Professional People Contacted to Publicize the PEACH Program from September 1, 1976 - June 30, 1977

Organization	Personal Interaction Contacts VIA					Total Contacts	
	Phone	Site Visit	Meetings	Display Talks	Mail	Number	Percent
Hospitals/Doctors	20	5	5		225	255	19%
Specialized Agencies	90	15	8	1	100	214	16%
Local Education Agencies	70	10			25	105	8%
School Principals	20		20		350	390	29%
School District Program Directors	15		8		25	48	4%
Parent Groups	10	2	5	2	25	44	3%
Colleges/Universities	15		1	1		17	1%
Other Professionals	100		25		50	175	13%
Day Care Centers*	70	25				95	7%
Total	410	57	72	4	800	1,343	100%
Percent of Total	30.5%	4.3%	5.4%	0.3%	59.6%		100%

*By Preschool Speech and Hearing Personnel means of informing various community organizations of the availability of programs and services offered by the PEACH Project.

Table 2 lists the names of community organizations that were contacted to advise them of the PEACH Program. These agencies then became the source of possible referrals. (Table 17 lists the private and public agencies with preschool programs that had been contacted by PEACH staff to apprise them of the PEACH Project and to obtain from them ideas about conducting a child-find program.)

Question 2 - What media did the staff use to disseminate information and how extensive was such use?

The staff used newspapers, radio, TV, brochures, flyers, film-cassette presentations, displays and talks, to disseminate information regarding the availability of PEACH services and programs.

Table 3 summarizes the number of newspapers that provided publicity regarding the PEACH Program. A total of four citywide newspapers, 15 neighborhood/ethnic publications and two professional newsletters were contacted. A total of 23 press releases, 14 news articles and 14 news features were published in 18 of these newspapers.

The circulation figures for the citywide publications exceeded one million readers. Circulation figures for neighborhood/ethnic publications and professional publications exceeded 900,000 readers. Since many of the subscribers to the various newspapers and publications were multiple subscribers, the figure of one million readers exposed to articles about the PEACH Program would seem reasonable.

The number of radio and TV stations that broadcast the services provided by the PEACH Program is summarized in Tables 4 and 5. Approximately 149 contacts with radio personnel from 17 radio stations were made

TABLE 2

Community Agencies Contacted for Referral Sources for PEACH Project

---

I Specialized Agencies in Philadelphia

- Center for the Blind
- Community Development Day Care
- Consortium Day Care Center
- Consortium - Southwest Counseling Center
- Developmental Disabilities Day Care
- Einstein Growth and Development Center
- Hahnemann Mental Health/Mental Retardation Center
- Hahnemann Day Care
- Ken Crest Centers
- Moss Rehabilitation Hospital
- Northeast Community Mental Health/Mental Retardation Center
- Northeast Growth and Development Center
- Northwest Child Development Center
- Southern Home for Children
- St. Christopher's Hospital - Handicapped Children's Unit
- United Cerebral Palsey

II Other Agencies

- Delaware County 4C Council
- Delaware County Children's Services
- Montgomery County Comprehensive Day
- Chester County Mental Health/Mental Retardation Office

TABLE 2 (Continued)

Community Agencies Contacted for Referral Sources for PEACH Project

---

Bucks County Mental Health/Mental Retardation Office

Montgomery County Mental Retardation/Mental Health Office

Philadelphia Mental Health/Mental Retardation Office

DPW - Bureau of Visually Handicapped

DPW - Office of Mental Health

DPW - Office of Mental Retardation

Developmental Center for Autistic Children

DPW - Southeast Region

DPW - Children's Services

DPW - Policy Planning

III. Hospitals

St. Christopher's Hospital for Children

Children's Heart Hospital

Children's Hospital of Philadelphia

Thomas Jefferson Medical College

Medical College of Pennsylvania

Hahnemann Medical College

TABLE 3

Publicizing the PEACH Program via Newspapers - from September 1, 1976 - June 30, 1977

Name of Newspaper	Press Releases	Products News Articles	News Features	Total #	Total %	Circulation Figures
I City-wide Publications						
Bulletin			7	7	14%	554,381
Inquirer		1	1	2	4%	410,662
Daily News		2		2	4%	232,000
Tribune	3	2	1	6	12%	74,000
						1,039,275
II Neighborhood/Ethnic Publications						
Advertiser	1			1	2%	13,400
Assoc. Neighborhood Newspapers (41 Weeklies)	2	1		3	6%	400,000
Chestnut Hill Local	1	2		3	6%	7,000
Jewish Exponent	1			1	2%	70,000
Germantown Courier	1			1	2%	41,574
Girard Home News	2			2	4%	14,000
Greater Phila. Group, Inc. (6 papers)	2		1	3	6%	62,000
Keystone Guide Leader	2			2	4%	35,000
Olney Times (8 Papers)	1			1	2%	22,000
South Phila. Review Chain (8 papers)	3			3	6%	41,700
Welcomat	1			1	2%	29,000
West Phila. Times Herald	1	2		3	6%	21,000
Muhammed Mosque of Islam Newsletter		2		2	4%	*not available

TABLE 3 (continued)

Name of Newspaper	Press Releases	Products News Articles	News Features	Total		Circulation Figures
				#	%	
III Professional						
Perspective	2	1	2	5	10%	30,000
Learning Disabilities Newsletter		1	2	3	6%	not available
TOTAL: 21 Newspapers	23	14	14	51	100%	907,274
Percent	45.0	27.5	27.5		100%	1,946,549

TABLE 4

Publicizing the PEACH Program via 7 TV Stations in Philadelphia Area from Sept. 1, 1976 - June 30, 1977

TV Stations: Channel	Advertisements via Announcements			Live Interviews		Total	
	Public Service	Paid	Length of Spot Announcements	No.	Time/Description	Number	Percent
29	12	12	:30 second taped			24	26.1
48	10	27	:30 second	3	½hr. talk show	40	
				7	5 minute interviews	7	
17				1	45 minute interview	1	52.2
12	1	0	:30 second taped			1	1.1
10	3	0	:30 second taped	1	Late News Feature	4	4.3
6	2	0	:30 second taped	1	News Feature re: Jackson School		
				1	Dialing for Dollars	4	4.3
3	10	0	:30 second taped	1	3 minute News-Feature: Code-A-Phone	11	12.0
Total: 7	38	39		15		92	
Percent of Total	41.3	42.4		16.3		100	100%

TABLE 5

Publicizing the PEACH Program Via Radio Stations in Philadelphia Area from September 1, 1976 - June 30, 1977

Radio Station	Advertisements via Announcements						
	Public Service	Paid	Length of Spot Announcements	Live Interview	Time	Total	%
WFIL	68	48	:10 and :30 second			116	8.8
KYW	380	36	:30 & :60 second			416	31.7
WHAT	20	21	:30 second	1	45 min. talk show	42	3.2
WWDB	20	21	:30 second			41	3.1
WCAU	150	60	:60 second			210	16.0
WRTI	8	0	:60 second	1	10 min. taped interview	9	.7
WFLN	52	0	:60 second			52	4.0
WDAS	75	48	:30 and :60 second	1	90 min. panel discussion	124	9.5
WWSH	10	24	:60 second			34	2.6
WMGK	35	42	:10 second (live) and :60 second			77	5.9
WPBS	30	27	:30 second			57	4.3
WPEN	15	42	:10 second and :60 second			57	4.3
WTEL	10	0	:60 second		in spanish	10	.7
WIFI	18	0	:30 second			18	1.4
WYSP	15	0	:30 second			15	1.2
WMMR	15	0	:10 second			15	1.2
WIP	18	0	:30 second			18	1.4
TOTAL: 17	939	369		3		1311	100%
Percent of Total	71.6%	28.2%		.2			100%

and 92 contacts were made with seven of the major TV channels. This resulted in 1,311 radio spot announcements of which 72% were public service announcements and 28% were paid commercials. Ninety-two announcements were made on TV regarding PEACH, of which 41% were public service announcements, 42% were paid commercials and 16% were live interviews. It should be pointed out that three of the radio stations broadcast live interviews with PEACH staff. Station WHAT had a 45 minute call-in show devoted to questions from the public about PEACH; station WRTI ran a 10 minute taped interview with the information specialist; and station WDAS conducted a 90 minute panel-discussion and call-in show that featured the PEACH manager and three School District administrative personnel.

On Channel 48, project personnel were interviewed for 30 minutes. Channel 3 presented a three minute news feature devoted to the establishment of the PEACH "Hot-Line."

Question 3 - What media products were developed for the public awareness program?

Table 6 summarizes the total number of media products developed to disseminate information about available services provided by the PEACH Project. A total of 79 products including press releases, radio spot announcement releases, TV video tapes, brochures, flyers and displays were developed and disseminated. Samples of the press releases and radio announcements are found in Appendix A.

Table 7 lists the titles of the 25 newspaper releases that were developed and used by the various newspapers. These releases were also used for radio and TV announcements. Philadelphia Gas Works, in their December 1976 bill statements to 350,000 customers, permitted PEACH to insert a one page flyer that describes the PEACH Project. A copy of this flyer is found in Appendix B.

TABLE 6

Media Products Developed for PEACH Public Awareness Campaign from September 1, 1976 ------ June 30, 1977

Media Products Developed	Number of Products	Description/ Comments	Total Number	%
Press Releases (including memos to Media)	25	:10 second spots (8) :20 second spots (3)	25	31.6
Radio Spot Announcements	21	:10 second spots (8) :20 second spots (3) :30 second spots (5) :60 second spots (5)	21	26.6
Information Packet for Parents	1	7 pamphlets	1	1.3
Gas Bill Insert Mailer	1	3½"x6" mailed to 350,000 homes and 16,000 Public Housing Residents	1	1.3
TV Video Tapes	3	:30 second spots (in sign Language)		
	1	:30 second spots Bilingual		
	1	:30 second	5	6.3
Brochures	3	(2)General Information (1)Speech/Hearing	3	3.8
Bumper Stickers	1	4"x12"	1	1.3
Flyers	4	(1) Film Council (1) Jackson School (1) Democratic (1) Parent Partnership Center	4	5.1
Septa Cards	1	11"x23"	1	1.3
Displays	5	Plymouth Meeting Mall PASA, PARC, John Wanamaker Strawbridge and Clothier	5	6.3
Slide Show	1	Developed by Speech and Hearing	1	1.3
Poster	1	Stand-up Pocket Poster	1	1.3
(Jr.)Bill Boards	2	Spanish and English 6'x12'	2	2.5
Bill Board (Large)	1	Illuminated	1	1.3
Benches	2	Spanish and English 2'x6'	2	2.5
Display Placard (Giant)	1	General Information Re: PEACH	1	1.3

TABLE 6
Media Products Developed for PEACH Public Awareness Campaign from September 1, 1976 - June 30, 1977

Information Packet for PASA	1	11 pamphlets prepared for workshop	1	1.3
Advertising Letterhead	1	For Correspondence	1	1.3
Child Development Calendar	1	20,000 school calendars distributed	1	1.3
16 mm film	1	Topic: Multidisciplinary Assessment	1	1.3
Total	79		79	100%

TABLE 7

Newspaper Releases Developed to Publicize the PEACH Program from September 1, 1976 to June 30, 1977

Title of Newspaper Release

1. School District of Philadelphia offers new program for handicapped.
2. Project PEACH - How it can help.
3. "Hopeless" children gain under special programs.
4. New program opens in area.
5. Parent Partnership is for special kids too.
6. Open House announced for parent center.
7. Jackson School Open House.
8. Parent Workshop in District 3.
9. This PEACH refreshes the mind - not the taste buds.
10. New Saturday Program to open.
11. Area lawyer speaks to parents.
12. Are you wondering if your child is different?
13. How PEACH can help.
14. Starting early makes a difference.
15. Special Education Hot Line established for parents.
16. School District to provide services for preschool handicapped children.
17. Program for handicapped children opens
18. "Action Line".
19. "Not that kind of adjustment".
20. Parents for handicapped kids sought.
21. Workshop tomorrow.

TABLE 7 (continued)

Newspaper Releases Developed to Publicize the PEACH Program from September 1, 1976 to June 30, 1977

22. Preschool service through Project PEACH.

23. Crucial Special Education drive announced by Dr. Marcase.

24. Handicapped Awareness Week reminds us to take a closer look.

25. Summer is a time for learning - for preschoolers too.

Question 4 - What was the content of the information that was reported to the public via the various media?

An analysis of a sample of the press releases (Appendix A) and of the brochures, slides and other products used in the public awareness campaign indicated that the following information was stressed and emphasized:

- availability of services for preschool handicapped
- early warning signs of potential learning problems and hearing loss
- local procedures for referral, evaluation and program placement
- the PEACH "Hot-Line" phone number

During the TV and radio talk shows, PEACH staff stressed the above information and discussed the multidisciplinary assessment procedures. The availability of the diagnostic centers at the Jackson and Harrity Schools were stressed during the months of February through April 1977. During the month of December, 1976, the District released press notices and received TV coverage about the Parent Partnership Special Education Center (discussed in Component 5).

Parents of preschool handicapped children were contracted via mail during the month of April 1977 (Appendix C) to apprise them of the Alternative Hours Program. For a complete discussion and analysis of this program, see Component 2; 4B.

The Preschool Speech and Hearing Services stressed, via brochures, flyers and slide show presentations, the necessity of early screening and identification and the availability of an individualized program via therapists for such children needing such services.

Direct mailings to hospital and medical personnel contained information about the availability of a free screening, testing and placement program.

Brochures developed by the CONNECT agency in Harrisburg, Pa. stressed information in regard to IEP and selected information about Public Law 94-142. Such brochures were disseminated by the PEACH office at displays, PASA workshops, and placed in information packets that were distributed to private and public agencies.

Table 8 summarizes the number of media products by topic or area of emphasis that were developed in the public awareness program.

Question 5 - Which method of information dissemination was most productive in achieving public awareness of the PEACH Program?

Parents calling the PEACH "Hot-Line" number were asked by the educational specialist where they had learned of the PEACH services. Social service program specialists and speech and hearing therapists similarly questioned parents as to the source of their knowledge of the PEACH Program.

Table 9 summarizes the relative productiveness of each source of information that resulted in a parent of a preschool handicapped child calling the PEACH office for service. A quarter of all referrals learned of the PEACH Program via radio announcements; 16% via TV programs; 13% via the flyer distributed by the gas company and 10% via the flyers distributed by the School District. Least effective were the state, newspapers, brochures and other means. As a result of intensive contacts with agencies during the latter half of the year, nearly a quarter of the referrals came via agencies.

The largest number of inquiries (42% of the total) were received during the month of October and March when the radio and TV campaign was at its height. Table 10 summarizes the number of referrals made to the PEACH and Speech and Hearing units by sex and age of the children. Nearly 62% were males and 38% were females.

TABLE 8

Topics/Areas of Emphasis that Media Products Stressed in PEACH Public Awareness Campaign - September 1, 1976 - June 30, 1977

Topics/Area of Emphasis	Number of Media Products	Media Product	Other Specific Areas Stressed	% of Total
A. General Information re: PEACH and the "Hot-Line" number for additional information and services	15	Radio Spot Announcements		16.9%
	5	TV Spot Announcements		5.6%
	25	Newspaper Articles	Multidisciplinary Assessment Team	28.1%
	1	Flyer-mass mailing		1.1%
	3	Displays in shopping malls		3.4%
	3	News features		3.4%
	2	Parent brochures		2.2%
	3	Professional letters to agencies, medical centers		3.4%
	3	Professional letters to school administration staff		3.4%
	4	TV talk shows	Preschool Speech and Hearing Services	4.5%
	3	Radio Interviews	Surrogate Parent Early Identification	3.4%
	8	TV 5 minute interviews		9.0%
	1	Poster		1.1%
	3	Billboards		3.4%
	1	Septa Car Cards		1.1%
	2	Bench Advertisements		2.2%
B. Preschool Speech and Hearing Itinerant Services	2	Flyers		2.2%
	1	Brochure for parents		1.1%
	1	Slide Tape		1.1%
C. Jackson Classroom Center	1	Radio Spot Announcement		1.1%
	1	Flyer		1.1%
	1	Newsarticle		1.1%
Total	89			100%

TABLE 9

Summary of Sources of Information about Project PEACH as Reported by Parents Calling the PEACH Hot Line September 1, 1976 - June 30, 1977

Month		Source of Information									
		Radio	TV	News-paper	School District	Agency Referral	Brochures	State	Gas Co. Flyer	Other	Total
September	#	17	0	0	0	0	0	1	0	0	18
	%										2.3%
October	#	94	70	4	1	1	1	0	0	1	172
	%										21.7%
November	#	31	22	2	5	1	2	0	1	3	67
	%										8.4%
December	#	24	16	1	4	5	1	1	35	2	89
	%										11.2%
January	#	26	5	5	27	11	0	1	48	7	130
	%										16.4%
February	#	2	8	2	1	13	1	4	10	4	45
	%										5.7%
March	#	7	5	2	23	83	6	3	7	10	146
	%										18.4%
April	#	2	0	2	5	14	4	3	1	3	34
	%										4.3%
May	#	0	0	0	8	30	1	5	0	2	46
	%										5.8%
June	#	0	0	0	5	26	0	14	0	2	47
	%										5.9%
Total	#	203	126	18	79	184	16	32	102	34	794
	%	25.6	15.9	2.3	9.9	23.2	2.0	4.0	12.8	4.39	100

TABLE 10

SUMMARY OF REFERRALS MADE TO PEACH AND SPEECH AND HEARING CLINICS ARRANGED BY SEX AND AGE OF CHILDREN FROM SEPT. 1, 1976 - JUNE 30, 1977

Month		Sex			Age of Children							
		Male	Female	Total	0-1	1	2	3	4	5	6	Total
September	#	13	5	18	0	0	1	8	7	2	0	18
	%	72%	28%	100%								2.2%
	% Total	2.6%	1.6%	2.2%								
October	#	110	63	173	0	5	29	66	67	5	1	173
	%	63.5%	36.5%	100%								21.1%
	% Total	21.7%	20.1%	21.9%								
November	#	43	24	67	1	1	10	19	29	7	0	67
	%	64%	36%	100%								8.2%
	% Total	8.5%	7.6%	8.2%								
December	#	54	25	79	1	2	18	23	27	8	0	79
	%	68%	32%	100%								9.6%
	% Total	11%	8.0%	9.6%								
January	#	78	53	131	2	5	25	42	53	4	0	131
	%	60%	40%	100%								16.0%
	% Total	15.4%	16.0%	100%								
February	#	43	20	63	0	7	7	19	24	6	0	63
	%	69%	31%	100%								7.7%
	% Total	8.5%	6.4%	7.7%								
March	#	106	62	168	1	4	16	27	90	27	3	168
	%	63%	37%	100%								20.5%
	% Total	20.1%	19.7%	20.5%								
April	#	18	20	38	2	1	6	10	15	3	1	38
	%	47%	53%	100%								4.6%
	% Total	3.6%	6.4%	4.6%								

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TABLE 10 (CONTINUED)

SUMMARY OF REFERRALS MADE TO PEACH AND SPEECH AND HEARING CLINICS
ARRANGED BY SEX AND AGE OF CHILDREN
FROM SEPT. 1, 1976 - JUNE 30, 1977

		Sex			Age of Children							
Month		Male	Female	Total	0-1	1	2	3	4	5	6	Total
	#	21	25	46	0	5	7	13	18	3	0	46
May	%	46%	54%	100%								
	% Total	4.2%	8.0%	5.6%								5.6%
	#	20	17	37	0	1	6	15	13	2	0	37
June	%	54%	46%	100								
	% Total	4%	5.4%	4.5%								4.5%
Total	#	506	314	820	7	31	125	242	343	67	5	820
	%	61.7%	38.3%	100%	0.8%	3.8%	15.2%	29.5%	41.8%	8.2%	0.6%	
	% Total	100.	100%	100%								100.

Table 11 shows the source of referrals to the Speech and Hearing unit. Two thirds of the referrals were from nursery schools (21%), Get Set (14%), Head Start (14%), and private schools (12%). Other sources included hospitals (8%), public schools (9%) and parents (6%). The PEACH Hot-Line unit referred only nine children (2%) to the Speech and Hearing unit.

It should be noted that the Speech and Hearing clinics relied upon its referrals from the various sources. For the past four years, the clinics had established a communications network and understanding with teachers and administrators at the various nurseries, private schools, Head Start and Get Set Centers. Preschool children who were believed by teachers to be handicapped in speech and language areas were thus provided with an itinerant speech and hearing therapist who visited the centers and schools and completed initial screening for such handicaps.

Nearly two thirds of the referrals were during the first five months of school. Over half of the children were four year olds, a third were three year olds and ten percent were five year olds.

Question 6 - How extensively was the PEACH "Hot-Line" used by the public and what kinds of information were requested?

The PEACH Hot-Line began to operate on September 1, 1976. An educational specialist was assigned on a full time basis to tend the line. A copy of the specific instructions in how to reply to respondents is found in Appendix D.

The total number of calls that the Hot-Line received and the kinds of information requested, based on the McBee Child Tracking System (described under Component 6), are summarized in Table 12. Of the 893 calls that were processed via the "Hot-Line", 48% of the calls resulted in "active" cases; 24% were for calls for information only; 20% were questions about

TABLE 11

REFERRAL SOURCES AND AGE OF CHILDREN IN THE PRESCHOOL SPEECH AND HEARING CLINICS FROM SEPT. 1, 1976 TO JUNE 30, 1977

Source of Referrals

Period	Nursery	Get Set	Head Start	Private School	Public Schools	Hospital	Physican	Parents	Friend	Audio-logist	Peach Hot Line	Other	Total	%
Sept. 1976 Jan. 1977	30	62	35	50	36	16	1	8	1	6	9	10	264	64.1
Feb. 1977 June 1977	58	13	24	-	-	18	6	15	4	-	-	8	412	35.9
Total %	88 21.4%	75 18.2%	59 14.4%	50 12.2%	36 8.8%	34 8.3%	7 1.7%	23 5.6%	5 1.2%	6 1.5%	9 2.2%	18 4.4%	412	100

Age of Children

Period	0-1.9	2.0-2.9	3.0-3.9	4.0-4.9	5.0-5.9	Total	%
Sept. 1976 Jan. 1977	1	13	82	149	19	264	64.1
Feb. 1977 June 1977	1	3	43	78	23	148	35.9
Total %	2 0.5%	16 3.9%	125 30.3%	227 55.1%	42 10.2%	412	100

TABLE 12

PEACH "HOT-LINE" INQUIRY SUMMARY: SEPT. 1, 1976 TO JUNE 30, 1977

	Inquiries re Children					
		Inactive File:				
Month	Active File: Pre-school Age	Referred School Age	Appropriately Other IU's	Information Only	Total Calls per Month	% Per Month
Sept. 1976	5	8	0	4	17	2%
Oct. 1976	75	45	25	35	180	20%
Nov. 1976	35	10	5	10	60	7%
Dec. 1976	36	23	10	31	100	11%
Jan. 1977	63	20	11	27	121	14%
Feb. 1977	55	16	7	25	103	11%
March 1977	75	20	2	26	123	14%
April 1977	32	18	3	20	73	8%
May 1977	36	15	2	16	69	8%
June 1977	19	2	5	21	47	5%
Total	429	177	70	215	893*	100
% of Total	48%	20%	8%	24%	100%	

* These numbers do not include the 430 surrogate cases and 431 Preschool Speech and Hearing Clinic cases that were referrals that did not come via the "Hot-Line" service.

school age children and were referred to the appropriate school district office; and 8% were referred to other intermediate units.

The months of October 1976, January 1977 and March 1977 resulted in nearly half of the calls for the whole year. Three quarters of all the calls were made from October 1976 to March 1977.

Attainment of Objectives for Component I

1. To establish contacts with community organizations to enlist their assistance in disseminating information about services available.
2. To disseminate information about available services.
3. To establish and operate a "Hot-Line" that provides information about services available and that makes referrals to appropriate intake sources.

The above objectives were fully implemented and were successfully attained as intended, as documented above.

Service Component 2 - Goal

To locate unserved handicapped persons aged 0 to 21 years; to locate, identify, and verify all previously unserved preschool handicapped persons.

Question 1 - To what extent was Project P.E.A.C.H. locating unserved handicapped persons aged 0 to 21 years?

As described in detail in Component 1, the PEACH Project's awareness program was successful in locating unserved handicapped persons aged 0 to 21 years. Its main effort, however, was in identifying and verifying preschool handicapped children aged 0 to 4.7 years.

Question 2 - How were previously unserved preschool handicapped children, located, identified and verified?

Once a call was made to Project PEACH, basic information was given to the parent or agency by phone and printed materials were sent to the home. If the client referred was younger than 4.7 years, direct services were provided through the project. The Education Specialist determined, via a series of questions, whether, the eligible child warranted further intensive screening.

The parent was queried as to why she felt the child needed Project PEACH, the degree to which her child was walking and talking, and whether the child was already involved with an agency or other program (Appendix D).

If such screening was needed, a social service program specialist from the PEACH staff visited the home. The social service program specialist spoke with the parent, observed the child and administered a screening instrument to determine if the child needed further evaluation and assessment. The social service program specialist also acquainted the parent with services offered by specialized agencies in their area of residence.

Children in need of more complete diagnosis were either sent to an evaluation and diagnosis site or were enrolled for a two week period in a PEACH diagnostic center.* At the evaluation site or at the diagnostic center, each child was examined as needed by members of the multidisciplinary team. The basic team was made up of a psychologist, a social service program specialist and an educational diagnostician. A pediatrician, a psychiatrist, a neurologist, and other specialized personnel necessary to complete the evaluation procedures were contacted as needed. A speech and hearing therapist and a physical or occupational therapist were added to the team as needed.

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*Evaluation sites were at the Allen, Stearne and Stoddart Fleisher Schools and the diagnostic center was at the Harrity School. Note complete description under question 5, below.

Question 3 - How did the MDT function? What services did it provide?

The MDT, after reviewing all data reported, verified the preschool child's handicapping condition(s) and made recommendations for treatment and placement. Findings were discussed with the parent, and an Individualized Educational Program (IEP) was written by the educational diagnostician. The social service program specialist then arranged an appropriate placement for the child in a specialized agency or in a classroom staffed by Project PEACH. Some severely handicapped youngsters were taught at home by a PEACH home-bound teacher.

The first multidisciplinary team (MDT) meeting was held on January 14, 1977. During this meeting the entire staff of psychologists, social service program specialists, educational diagnosticians, the pediatrician, the classroom teacher and aide, the project director, the manager for the Preschool Speech and Hearing unit, and the coordinator of the Parent Partnership Resource Room (19 persons in all) were present. The MDT was presided over by the manager of the PEACH unit. Three cases were processed during this initial half day session. A similar meeting was held for an entire day on January 28, 1977. Six cases were processed.

The first sessions were exploratory sessions that consumed a great deal of time. Several professional people who had nothing to do with the cases involved (i.e., Financial Management Trainee, Coordinator of Parent Partnership Center) attended these sessions. In order to enable parents throughout the community to have convenient access to the MDT process and to process a greater number of cases, the staff was divided into three MDT groups.

A psychologist, a social service program specialist and an educational diagnostician comprised a MDT team. The teams thus handled cases more efficiently and in greater numbers than in the initial meetings.

In some instances, the team verified a child's handicap based on the written reports of professionals not present. In such cases a psychologist verified and certified that a child had a handicap based on another psychologist's evaluation, though the verifying psychologist had neither observed nor tested the child.

In order to try to decrease the long backlog of cases to be processed, two educational diagnosticians were assigned to make home visits during which they tested the children. The educational diagnosticians were qualified to administer and interpret the tests they administered. When particular questions arose, the school psychologist was asked to verify findings or was consulted in assisting the educational diagnostician in making a diagnosis. An MDT thus verified a child with an exceptionality though a formal psychological had not been administered.

Children who were processed by the Preschool Speech and Hearing unit were not required to undergo the MDT process. Since the referral source for this unit was different from that of the PEACH unit, children were usually initially tested and verified by the therapists. Here, too, a formal psychological was not administered since handicaps addressed were basically physical in nature.

The bulk of the referrals coming to the Speech and Hearing unit (approximately 80%) had come in from other sources, such as hospitals, physicians, and private schools. Thus, the child had already been tested and received evaluations by medical and other professional people. Many of the children were referred, after the initial testing, to outside agencies for further evaluations, such as neurologicals, and other medical examinations. Though a formal MDT had not been implemented, the child in the Speech and Hearing unit had, or was in fact undergoing, various multidisciplinary evaluations.

If there were indications that the child had a speech, hearing or language impairment, the child was placed in one of the five clinics for intensive testing and provided therapy for seven sessions. A written evaluative report and an individualized educational prescription were written prior to the seventh session. The IEP indicated the short and long term objectives for the child for the program that totaled 14 weeks.

Question 4 - What mass screening procedures were employed? How many children were screened by the project? Of these, how many were evaluated and verified as having handicapping conditions? How many of these children were processed by the MDT?

Persons calling the PEACH "Hot-Line" underwent a preliminary screening by the Educational Specialist who manned the Hot-Line (Appendix D). As noted in Table 12, 893 children were processed. Of these, 429 or 48% were found to require follow-up that included further intensive evaluation and further handling by the MDT process.

Persons who were screened and thought to be handicapped were evaluated by a social service program specialist, an educational diagnostician, a pediatrician (where indicated), a psychologist, and other professionals such as physical therapist as needed.

The role of the social service program specialist in the MDT process was to prepare a written assessment of pertinent family history and home situational factors, including estimates of adaptive behavior of the child at home and in the neighborhood. The psychologist provided an in-depth evaluation of the child's intellectual status as it related to the child's possible handicap.

A preliminary educational diagnosis was made by the educational diagnostician to determine primary learning needs and current functioning on a developmental continuim.

The Preschool Speech and Hearing staff conducted impedance screening and threshold testing of suspected hearing loss at the request of Head Start, Get Set and other Day Care Programs. Children suspected of hearing loss or language problems were identified for screening by preschool staff. The hearing therapist, after noting any hearing, speech and language deficiency, advised a key staff person at the requesting agency of the availability of thorough diagnostic services through the project.

Table 13 summarizes the number of children who were screened, evaluated and verified as handicapped. A comparison was made between the actual number processed and the estimated number that was projected in the proposal. Seventy-eight percent of the projected number were screened, 82% were evaluated, and 29% completed the MDT process.

In order to process the large number of children waiting for intensive screening, evaluation and verification, alternative programs, not described in the proposal, were initiated.

One diagnostic center and three evaluation sites were established. An Alternative Hours Program was operated on Saturday mornings to meet the need of working parents for conveniently scheduled sessions.

a. Diagnostic Center

In order to speed up the MDT process, a diagnostic center was established at the Harrity School in January, 1977. Two classrooms were set up as part of this center. One teacher and two aides were assigned to one of the classrooms to provide an instructional program setting for children to be observed in the classroom

TABLE 13

Number of Preschool Children Screened, Evaluated, and Verified by MDT Process Compared with Proposal Projections - September 1, 1976 - June 30, 1977.

	Number Screened	Number Evaluated	Number Verified Via MDT (PEACH Unit Only)
Proposed	1250	900	800
Actual	969[1]	739[2]	234[3]
% of Proposed	78%	82%	29%

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[1] The Speech and Hearing Therapists screened 584 children and the Social Service Program Specialists 385 children.

[2] The Speech and Hearing Therapists evaluated 359 children. Of the 385 children that the Social Service Program Specialists (SSPS) screened, Psychologists evaluated 338 children, the Educational Diagnosticians 250, and 40 were evaluated as part of the Alternative Hours Program.

[3] Of the 385 children screened by the SSPS, 218 were processed during the regular school program and 16 via the Alternative Program.

Note: Children evaluated by Educational Diagnostician and Social Service Program Specialist verified existence of a handicapping condition. Speech and Hearing Therapists evaluated and verified only hearing/language or speech condition.

by members of the multidisciplinary team. Chidren were then removed to another room for evaluation and verification.

In this manner, the children were observed in a variety of situations in addition to the scheduled evaluations. A child's socialization and behavior were thus observed.

According to the Program Manager, children who were in need of a more complete diagnosis were to be sent to the Harrity Center for a two week period and then placed in various agencies.

Classes met from 9:30 a.m. to 2:30 p.m. from Tuesday through Friday. The teacher and aides planned their program on Mondays and participated in the MDT meetings that were scheduled on Mondays. Parents with newly admitted children participated in an orientation session that was conducted by the social services program specialist on Tuesday mornings.

Children brought their own lunches from home but the school provided free milk and juice. All activities, including lunch, took place in the classrooms.

Table 14 indicates that the class size varied from five children in April to 11 children in February. The actual time spent by a child at the center varied from 3.1 weeks to 8.1 weeks. A total of 35 children were processed during the five month program.

Since project personnel did not ascertain whether parents actually did enroll their children at the placement sites recommended by the MDT, it is not possible to determine the degree of success the program enjoyed in its placement efforts.

b. Alternative Hours Program

A special Alternative Hours Program for children who could not be served during the week was established on April 2, 1977. It

TABLE 14

Number of Children at Harrity Diagnostic Center from February 1977 to June 1977

Month	Number of Children Admitted To Program	Average No. of Weeks in Program	Number of Children Phased Out
February	11	3.1 weeks	8
March	9	8.1 weeks	7
April	5	7 weeks	5
May	10	3.6 weeks	9
June	0	0	0
TOTAL	35	5.08 weeks	29

functioned for eight sessions (until June 18, 1977). The program operated on Saturday mornings at the Alain Locke School, 46th and Haverford Avenue. One of the purposes of this program was to meet the demands of working parents. Conveniently scheduled hours helped to reduce the extensive waiting list.

To participate, one parent of each child was required to attend these sessions at the time the child was being tested, evaluated, or receiving therapy.

As noted in the memorandum issued to the press and letters sent to the parents (Appendices C: 1, C.2, C.3, C 4,) classes were held from 9:00 a.m. to 12:00 noon. A total of 80 parents signed up for the program, but only 42 remained in the program. A record of these 42 children and the services provided for them is found in Appendix C.8.

Many of these children had already been seen by the social services program specialist. Some educational reports had been written by educational diagnosticians, and psychologists had completed some evaluations dating back to February 1977. Furthermore, some physical medical exams h also been administered prior to this program. Table 15 indicates the number of children who were processed by the various professionals during the eight sessions from April 2, 1977 through June 18, 1977. In addition to the professionals listed in Table15, three classroom teachers, two classroom aides, two social service program specialists, one pediatrician, a program manager and a project director were brought on board for this program. No records were available to indicate the number of children that these latter professionals worked with. No attendance records were available. A total of 30 professionals and paraprofessionals were retained on a per diem

TABLE 15

Summary of Professionals and Children Participating in Alternative Hours Program
May 2, 1977 - June 11, 1977

Professionals Engaged	Number	Tested, Evaluated	Wrote Initial Report	Participated in MDT	Parent Placement Conference	IEP'S
Hearing Therapist	4	31	31	17		
Speech/ Language Therapist	6	17	14	6	5	
Occupational Therapist	4	33	75	3	10	
Physical Therapist	1	12	12	1		
Psychologist	3	4	4			
Educational Diagnostician	1					10
Maximum Number of Children processed by Professionals	19	33	31	17	10	10

(or overtime) basis to serve the children in the Alternative Hours Program. An additional 12 community people volunteered to work in the program. (Note Appendix C.6. for the list of organizations that were contacted by the social service program specialist to obtain these volunteers.)

During the SEPTA strike, from 10-15 children and their parents attended, so that there were at least two professionals to each child.

The program provided both an intensive program of diagnosis and, in some cases, therapy for the child.

After the child was initially examined, each child was assigned to staff members.

While the children were involved with most of the staff, parents participated in training and workshop sessions with other PEACH staff members. Such sessions stressed methods and procedures for parents to be able to work at home with children with various handicapping conditions.

c. Evaluation Sites

In order to enable parents to bring their children to a site close to their homes to have their children evaluated, three evaluation sites were established. One site was at the Ethan Allen School located in District 8 at Robbins and Battersby Streets, the second site was at the Allen M. Stearne School in District 7 at Hedge and Unity Streets, and the third site was located on the fourth floor of the Stoddart Fleisher Junior High School at Broad and Spring Garden Streets in District 3.

At each site, a social service program specialist, a psychologist, and an educational diagnostician were assigned full time to carry out screenings, evaluations, program planning conferences and multidisciplinary staffings. In addition, they consulted with parents and obtained their signatures of approval on prepared IEP's.

Question 5- What kinds of instruments and/or techniques were used to screen, diagnose and evaluate handicapped preschool children?

Preliminary screening was accomplished by the educational specialist over the "Hot-Line". Further screening was completed by the social service program specialist.

Psychologists, pediatricians, etc., were involved in the verification of handicapping conditions.

Children treated in the preschool clinics ranged in degree of impairment from those who were nonverbal and untestable to those who had slight speech impediments and near normal ability. Because of the range of handicapped children treated, therapists selected tests which they deemed appropriate for use with particular children. The Assessment Instruments for Diagnoses and Evaluation of Speech and Hearing Handicapped Children Form (AppendixE.1) was distributed to the therapists. Table 16 identifies the tests used by the staff, test areas, and frequency of use.

The psychologists used the Stanford Binet Intelligence Test with all children and supplemented it with other instruments whenever the child was non-verbal or was at the low end of the scale on the Binet. The Vineland Social Maturity Scale was used whenever it was needed to ascertain the child's social age. One of the five psychologists used the WRAT with children four years and older. The Minnesota Preschool Test was used infrequently when the examiner needed additional information. Other instruments used we noted in the table.

TABLE 16

Instruments and/or Techniques Used by PEACH Staff to Evaluate and Diagnose Handicapped Preschool Children

Unit Of Project	Test Administrator	Test Area	Name of Test	Subtests Used	Comments/ Frequency of Use
Speech & Hearing Unit	Speech and Hearing Therapists	I. Speech: Articulation	Arizona Articulation Proficiency Scale:	Picture Test Sentence Test	All Children
		II. Language: A. Reception Vocabulary	Peabody Picture Vocabulary Test (Form A and B)	Entire Test	All Children
		B. Syntax and Morphology	Test for Auditory Comprehension of Language by CARROW.	Entire Test	
		C. Expressive Language	Carrow Elicited Language Inventory.	Complete Test	
		D. Developmental Testing	Denver Developmental Screening Test	Complete Test	Used as a Screening instrument
PEACH UNIT	All Psychologists	A. Intelligence	Stanford-Binet Intelligence Test	Complete Test	All Children
	Psychologist B		Slosson Intelligence Test	Complete Test	For non-verbal children or those scoring low on Binet.
	Psychologist B	B. Social	Vineland Social Maturity Scale	Complete Test	
	Psychologist B		Minnesota Pre-School Test	Complete	Occasionally for special children
	Psychologist C	C. Kindergarten Readiness	WRAT	Complete	For children above 4.0

TABLE 16 (continued)

Instruments and/or Techniques Used by PEACH Staff to Evaluate and Diagnose Handicapped Preschool Children

Unit of Project	Test Administrator	Test Area	Name of Test	Subtests Used	Comments/ Frequency of Use
Intelligence	Psychologist		Leiter International Performance Scale	Complete Test	Children who are deaf/non-verbal
Intelligence	Psychologist A		McCarthy Scales of Children's Ability	Complete/ selected Subtests	For children that require further analysi in addition to Binet- i.e. for corroboratio of suspected handicap
	Psychologist A		Hiskey Nebraska Test of Learning Aptitude	Complete Test	With children with Auditory dysfunction- in lieu of Binet
	Psychologist A		Pictorial Test of Intelligence by French	Complete/ selected subtests	Children with psychomotor problems and unable to manipulate non verbal subtests of Binet or other IQ tests that require mo and verbal responses. Used also to corroborate findings of Binet and other IQ tests
	Psychologist A		Cattel Infant Intelligence Scale	Selected Subtests	Used rarely for infan non-verbal 2-5 with Binet

The five educational diagnosticians administered the core battery of instruments noted in Table 16 as part of their role in evaluating the child's educational handicap.

After reviewing a sample of dossiers and interviewing the educational diagnosticians, the evaluator found that the diagnosticians did not restrict themselves to the above mandated core battery of exams. Where necessary, other tests were either used in addition to the above group of tests, or in place of several of the mandated measures. Such additional instruments are summarized in Table 16.

The Case History - Evaluation Form and the Impedance Screening Form used by the Speech and Hearing therapists as part of the initial screening are found in Appendices E.2 and E.3

Question 6 - How often did evaluation/testing take place?

Children, after being screened by the social service program specialist in the main PEACH unit, underwent evaluations from the educational diagnostician, the psychologist, and, where indicated, the pediatrician and other specialists.

The Alternative Hours Program, discussed above, provided evaluations of some of the children, in addition to the basic screening by a physical-occupation therapist.

Children in the Speech and Hearing clinics were tested at least one time. The intensity of testing ranged from screening evaluations to more detailed test batteries. All children initially screened and waiting to be admitted for therapy did not undergo further testing until admitted for therapy.

Those children admitted into Speech and Hearing therapy were tested during the first seven sessions, and a report (i.e., IEP) was written.

Children were, however, undergoing therapy during these initial seven sessions based on needs revealed in the initial screening. During the 14 week therapy program that each child admitted underwent (two forty-five minute sessions per week) pretests and posttests were routinely given to determine the child's rate of progress. These enabled the therapist to plan accordingly. The posttests served as a pretest for the subsequent period of 14 weeks for children continuing therapy for two consecutive terms. The number of tests administered and its frequency varied with the assessed needs of the child and/or the areas of therapy emphasis. Table 16 lists the core battery used by the therapists with most children.

Question 7 - What aspects of location/identification services had been planned jointly with public and private school agencies, school districts in the Intermediate Unit and other Intermediate Unit operated programs to interface with the Intermediate Unit Special Education Program (2.2.D.1)?

Table 17 summarizes the private and public agencies that had been contacted by PEACH staff to apprise them of the PEACH child-find effort and to obtain from them their ideas about conducting such a program. Personnel at the County Office of Mental Health/Mental Retardation had also been contacted in regard to the location/identification program and members of various community agencies, such as the Philadelphia Association for Retarded Citizens, had been asked to serve as instruments of communication with other preschool agencies in the Intermediate Unit.

Periodic reports about the child-find effort were given at the Special Education Task Force and at PARC monthly meetings, both to report progress and to elicit their cooperative efforts.

Project personnel frequently visited and kept in touch via phone with the CONNECT office in Harrisburg to get support for the local awareness and location campaign and to learn about program plans in other Intermediate Units.

TABLE 17

Private and Public Agencies with Preschool Programs Contacted by PEACH Personnel from September 1976 - June 1977.

III. MH/MR Funded Preschool Program

Einstein Community MH/MR Centers
  Infant Stimulation Program

Center for the Blind

Consortium Southwest Counseling Center

Developmental Disabilities
Children's Hospital
Early Intervention Program
Child Guidance Clinic - Preschool Unit

Einstein Growth and Development Center

Greenwich Home

Early Intervention Program

Hahneman MH/MR Center

Hall Mercer Community MH/MR Center

Jefferson Community MH/MR Center

Ken Crest Centers

Early Intervention Program
Ken Crest Centers

North Central Base Service Unit
Early Intervention Programs

Northeast Growth & Development Center

Northwest Child Development Center

St. Christopher's Hospital Handicapped Children's Unit

United Cerebral Palsey Association of Philadelphia and Vicinity

IV. Other Community Agencies

Asociacion Puertorreguenos en Morcha, Inc.

Center for Preschool Services Franklin Institute Research Labs.

Children's Heart Hospital

Com Har Community MH/MR Center Developmental Disabilities Unit

Developmental Center for Autistic Children

Philadelphia Psychiatric Center: Community MH/MR

Salvation Army Settlement Day Care Center

Samuel Paley Day Care Center

Special People in N.E., Inc.

The Institute for Achievement of Human Potential

Woodhaven Center

TABLE 17

Private and Public Agencies with Preschool Programs Contacted by PEACH Personnel from September 1976 - June 1977.

I. Private Schools

- Ashbourne School
- Delta School
- D.T. Davidson School
- Fuhrman Clinic School
- George Crothers Memorial School
- Geneva Academy
- Greentree School
- Greenwich Home for Children
- Home of Merciful Savior for Crippled Children
- Lafayette School
- Lincoln Day Nursery
- The Melmark School
- Parkway Day School
- Pennsylvania School for the Deaf
- St. Christopher's Hospital for Children
- Summit School
- Timothy School
- Upsal Day School
- The Woods School

II. Title XX Day Care Programs

- Association for Jewish Community Development Day Care
- Center for the Blind
- Community Concern #13 Children's Village Day Care Center
- Paschall Child Development
- Hahnemann Day Care Center for Exceptional Children
- Passyunk Day Care Center
- Southwark Home Day Care Center
- Phila. Parent Nursery
- Lincoln Day Nursery
- Mill Creek Community Center
- Ken Crest Centers, Inc.
- Kensington/Kingston Center
- West Phila. Consortium Day Care Center

Attainment of Objectives for Component 2

1. To organize a multidisciplinary team of specialists to diagnose all applicants for service.

   This objective was fully implemented (in January 1977) by the PEACH unit.

2. To diagnose all applicants for service to determine or verify handicapping conditions and need for service.

   This objective was fully implemented and attained by both units of the project.

Service Component 3 - Goal

To provide individualized program plans for handicapped persons served or assigned by means of EHA-B.

Question 1 - How many initial IEP's were written? How did these figures compare to the projections listed in the proposal?

Table 18 summarizes this data.

By February 1, 1976, staff members of the Speech and Hearing clinics evaluated and wrote 118 IEPs. All 118 IEP's were written by 13 therapists for 118 children who were receiving treatment and services at the five Speech and Hearing clinics. By the end of the year an additional 90 initial IEP's and 40 IEP reevaluations had been written.

As noted in Component 2, above, the Speech and Hearing clinic did not submit any of its cases to a multidisciplinary meeting. However, in most cases, before an IEP was written, a full medical history and medical record were obtained. Thus, the child's evaluation was based on more than one person's evaluation.

During the first half of the year, the PEACH unit devoted a great deal of time in training its newly hired staff in procedures and methods of

TABLE 18

COMPARISON OF NUMBER OF INITIAL IEP'S AND IEP REEVALUATIONS/UPDATES WRITTEN BY THE TWO UNITS OF THE PEACH PROJECT AND THEIR PROPOSAL'S PROJECTIONS FROM SEPT. 1, 1976 - JUNE 30, 1977

Period of Time	PEACH UNIT									SPEECH AND HEARING UNIT									TOTAL								
	Number Initial IEP's Written			# Reevaluated			Total			Number Initial IEP's			# Reevaluated			Total			Number Initial IEP's			# Reevaluated			Total		
	*Proj	Done	% Proj	Proj	Done	% Proj	Proj	Done	% Proj	Proj	Done	% Proj	Proj	Done	% Proj	Proj	Done	% Proj	Proj	Done	% Proj	Proj	Done	% Proj	Proj	Done	% Proj
Sept. 1, 1976-Jan. 30, 1977	NP	1	-	NP	0	-	NP	1	-	NP	118	-	25	0	0	NP	118	-	500	119	24%	250	0	0%	750	119	16%
Feb. 1, 1977-June 30, 1977	NP	213	-	NP	0	-	NP	213	-	NP	90	-	NP	40	-	NP	130	-	300	303	88%	NP	40	-	300	343	100%
Total-Year	NP	214	-	NP	0	-	425	214	50%	NP	208	-	25	40	-	375	248	66%	800	422	53%	250	40	16%	1050	462	44%

NP = No projected figure made in proposal.
* = Projected

properly writing an IEP. Thus, the evaluator found that as of February 1, 1977, while 158 children had been screened by the social service program specialist and nine children had been discussed and processed by the PEACH multidisciplinary team, only one IEP had been written by the PEACH staff. By the end of the year, (June 1977) however, the PEACH unit had completed 214 IEP's.

The two components wrote 462 IEP's or 44% of the 1,050 IEP's that had been projected in the proposal.

The IEP's written by the therapists in the Speech and Hearing unit stressed goals and objectives in the area of the child's speech, language and hearing deficits. IEP's written by the educational diagnosticians in the PEACH unit included instructional goals and objectives that involved all of the deficits that the child might have. Included might be recommendations for services from the Speech and Hearing unit, where appropriate. Samples of IEP's and evaluations written by staff from the two units will be found in Appendix F.

Question 2 - How were parents involved (participation and consultation) in planning and reviewing IEP's?

Parents were provided with the opportunity to meet with the MDT at a program planning conference where assessment results, recommendations, and placement were discussed. Suggestions from the parents were considered and discussed at this meting. Usually a preliminary draft of the IEP was prepared by the Educational Diagnostician prior to this meeting. After the meeting, parents were asked to sign a statement indicating understanding of and agreement with the IEP.

Parents of children enrolled at the Preschool Speech and Hearing unit had the opportunity to discuss implementation of the IEP following each therapy session. By the seventh session, the therapist and parent had agreed on any necessary IEP revisions. Parental concerns discussed at each session were considered for IEP update and review.

Parents of children enrolled in the Home Based Program and the Family Service Program were initially involved in evaluating their children.

Progress reports to parents of the Family Service Program were not systematically given since parental involvement was infrequent, and thus parents were not part of an ongoing counseling program as anticipated in the proposal.

The Home Based Program launched in May-June did involve parental counseling, but this program was of short duration (i.e., two months).

Question 3 - Who were involved in parent placement conferences? What personnel were involved in developing an IEP? How much time was spent by parents and professionals in developing the IEP?

Usually the professional people involved in the MDT process were also involved in the parent placement conference, ie., the psychologist, the social service program specialist, and the educational diagnostician. During the year, the five social service program specialists participated in 292 conferences, the five educational diagnosticians in 148 conferences, and the five psychologists in 157 conferences.

During the spring semester, CONNECT personnel from Harrisburg recorded the raw data from IEP's being developed by the PEACH personnel. Table 19 is based on those IEP's that had the necessary signatures on the assurance page and therefore were assumed to be completed. Table 20 is based on IEPs in the process of being completed, without consideration of signatures of whether any planning time was reported.

An analysis of completed IEP's indicate that a median total of 8.7 staff hours went into planning an average completed IEP. This ranged from 4.4 to 24.8 hours for the sample of 89 IEP's. For those still being developed

TABLE 19

PRESCHOOL IEP PLANNING TIME:
IU SELECTED DATA

IU # 26
N = 89

DATA COLLECTION HOURS

Planner Role	Percent of IEPs Reporting Time	Mean	Standard Deviation	Median	Mode	Range Least		Range Most
Parents	97	1.2	0.9	1.0	1.0	0.0	-	6.0
Teachers	93	4.7	1.7	5.0	5.0	0.0	-	10.0
IU Representatives	98	0.3	0.3	0.3	0.3	0.0	-	2.0
TOTAL Key Collectors	98	6.2	1.5	6.2	5.9	0.0	-	12.0
OTHER COLLECTORS	85	1.1	1.6	0.5	0.5	0.0	-	7.5
ALL OTHER COLLECTORS	100	7.3	2.0	6.8	6.4	2.5	-	14.0

DEVELOPMENT HOURS

Planner Role	Percent of IEPs Reporting Time	Mean	Standard Deviation	Median	Mode	Range Least		Range Most
Parents	92	0.4	0.4	0.3	0.2	0.0	-	2.0
Teachers	96	1.0	0.3	1.0	1.0	0.0	-	2.0
IU Representatives	99	0.3	0.2	0.2	0.2	0.0	-	1.0
TOTAL Key Developers	100	1.7	0.4	1.7	1.4	0.8	-	3.3
OTHER DEVELOPERS	82	0.9	1.8	0.3	0.5	0.0	-	9.0
ALL DEVELOPERS	100	2.6	2.0	2.0	2.2	1.0	-	11.5

*TOTAL PLANNING HOURS**

Planner Role	Percent of IEPs Reporting Time	Mean	Standard Deviation	Median	Mode	Range Least		Range Most
Parents	99	1.6	1.1	1.3	1.3	0.0	-	7.5
Teachers	96	5.7	1.9	6.0	6.0	0.0	-	11.5
IU Representatives	99	0.6	0.4	0.5	0.4	0.2	-	2.8
TOTAL Key Planners	100	7.9	1.5	7.8	7.6	3.0	-	13.8
OTHER PLANNERS	85	2.0	3.2	1.0	1.0	0.0	-	15.3
ALL PLANNERS	100	9.9	3.4	8.7	8.6	4.4	-	24.8

**Collection plus Development*

TABLE 20

PRESCHOOL IEP PLANNING TIME:
IU ALL DATA

IU # 26

N = 161

DATA COLLECTION HOURS

Planner Role	Percent of IEPs Reporting Time	Mean	Standard Deviation	Median	Mode	Range Least	 Most
Parents	88	1.2	1.1	1.0	1.0	0.0 -	6.0
Teachers	69	3.3	2.5	4.4	0.0	0.0 -	10.0
IU Representatives	79	0.3	0.3	0.2	0.3	0.0 -	2.0
TOTAL Key Collectors	89	4.8	2.6	5.9	0.0	0.0 -	12.0
OTHER COLLECTORS	87	2.4	3.1	0.8	0.5	0.0 -	17.0
ALL DATA COLLECTORS	98	7.2	2.7	6.8	6.4	0.0 -	19.0

DEVELOPMENT HOURS

Parents	86	0.6	0.6	0.3	1.0	0.0 -	3.0
Teachers	71	0.7	0.5	0.9	1.0	0.0 -	2.0
IU Representatives	72	0.3	0.3	0.2	0.2	0.0 -	2.0
TOTAL Key Developers	91	1.6	0.8	1.5	2.0	0.0 -	4.0
OTHER DEVELOPERS	85	2.3	3.2	0.5	0.5	0.0 -	11.5
ALL DEVELOPERS	98	3.9	3.4	2.3	2.2	0.0 -	14.5

*TOTAL PLANNING HOURS**

Parents	93	1.8	1.4	1.4	2.0	0.0 -	7.5
Teachers	71	4.0	2.9	5.4	0.0	0.0 -	11.5
IU Representatives	83	0.6	0.6	0.4	0.4	0.0 -	2.8
TOTAL Key Planners	94	6.4	2.9	7.5	7.6	0.0 -	13.8
OTHER PLANNERS	87	4.7	5.9	1.3	0.0	0.0 -	23.5
ALL PLANNERS	98	11.1	5.1	9.4	8.6	0.0 -	28.5

**Collection plus Development*

(N=161), the figures were a median of 9.4 hours and a range of .0-28.5 hours.

The form on which this data was collected will be found in Appendix F.6.

Parents spent a median of 1.3 hours in planning the IEP, teachers 6.0 hours, key planners (psychologist, hearing therapist, social service program specialist and educational diagnostician) 7.8 hours and other planners 1.0 hour.

Attainment of Objectives for Component 3

1. To develop an individual educational prescription based on the findings of the multidisciplinary team and the needs of the child.

This objective was fully implemented as of February 1977.

Service Component 4 - Goal

To provide instructional programs and related services for preschool handicapped persons for whom such programs are not mandated or otherwise available.

This goal will be analyzed for preschool handicapped children referred to various outside agencies and for children for whom Project PEACH provided an instructional program.

Question 1 - How many children were referred for placement in existing agencies having the capability of servicing children with a specific handicap?

Twenty children who were of 0-2 years of age were referred to Model Services for Handicapped Infants (MSH 1), a School District project funded by Title VI-EHA-D funds, which placed 15 of the 20 in the agencies listed in Table 21. Five of the children were found not to be handicapped, and thus further action was not necessary.

PEACH staff referred 120 children, ages 3-5, to various agencies (see Table 22). Nearly half of these referrals (48%) were made to the Speech and Hearing unit.

TABLE 21

Handicapped Infants (0-2 years) Referred and Placed by MSHI to Various Agencies for an Instructional Program/Series

Name of Agency	Number of Children Referred/Placed	Sex M	Sex F	Comment
United Cerebral Palsey	1		1	
MSHI Home Based Program	5	4	1	
Winmoon Montessori School	1		1	
PEACH Program	1	1		
Base Service Unit	2	2		Pending Placement
MH/MR	2	2		
Kencrest	1	1		
St. Christopher's Hospital	1	1		
Einstein Hospital	1	1		Undergoing Evaluation
TOTAL	15	12	3	

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TABLE 22

Number of Children (Ages 3-5) Referred by PEACH Project to Various Agencies

Name of Agency	Number of Children Referred	Sex M	Sex F	% of Total
Green Tree School	5	2	3	4.2%
St. Christopher's Day Care	10	6	4	8.3%
St. Christopher's Day Care - Dr. Matteo	6	4	2	5.0%
Ken Crest - Kensington	2	1	1	1.7%
West Philadelphia	8	5	3	6.7%
Northeast	3	1	2	2.5%
South Philadelphia	1		1	0.8%
Bethel	10	5	5	8.3%
Roxborough	7	5	2	5.8%
D.D.S.	1	1	0	0.8%
Temple University Speech Clinic	2	1	1	1.7%
Hall Mercer	2	1	1	1.7%
Children's Hospital of Philadelphia	1	1		0.8%
Pre-school Speech and Hearing	57	37	20	47.5%
Albert Einstein Growth and Development	3	1	2	2.5%
Upsal Day School for Blind	1	1		0.8%
CORE	1	1		0.8%
TOTAL	120	73	47	100%
Percent of Total		61%	39%	100%

At the outset, referrals and recommendations were being made by all staff members. As noted in the memorandum of April 11, 1977 (Appendix G), many parents were getting upset because recommendations were being made to agencies where vacancies did not exist. Staff were advised that one social service program specialist had been appointed for finding and recommending placements for all of the youngsters. Staff members were instructed to advise parents that recommendations could not be made until all reports were in and reviewed.

Upon interviewing staff members, it was found that there was no follow-up to ascertain whether these children had actually been accepted or whether the parents chose alternative programs (i.e., other than the recommended placements) for their children.

Question 2 - When did the Family Service Program become operational? What services did it provide and how did it function?

The Family Service Program was provided to families only after unsuccessful attempts at placement in outside agencies, or after determining that an educational program appropriate for a child with a specific handicap was not available. It would also be provided if placement in an appropriate agency would be availabe within two weeks. In such a case, Family Service Program placement would be temporary and would provide interim services.

The Family Service Program was fully operational at the Jackson School by January 24, 1977, and at the Stanton School by May 20, 1977. The classroom teacher for the Jackson School was hired as of July 1, 1976. An aide for the Stanton School was hired in February 1977 and the classroom teacher was engaged at the beginning of May 1977.

Parents underwent an orientation session on January 20, 1977 at the Jackson School prior to having their children enrolled in the program.

Children in the two centers attended sessions for four days per week, Mondays through Thursdays, from 9:00 a.m. - 2:00 p.m. Milk or juice was served to the children during the morning hours but children brought their own lunches from home. All activities, including eating of lunch, were conducted in the classrooms.

Though a total of nine children were enrolled at the Jackson School Program, only 2-3 children were able to attend on a regular basis during the SEPTA strike in February and March 1977. Table 23 summarizes the attendance patterns of these children. Four of the children attended from 25 to 51 days or from 40% to 77% of the days enrolled in the program. Five of the children attended only 3-7 days because of family problems and illness.

At the Stanton School, five children were enrolled in the program.

The program at the two schools included activities to stimulate the child in the following areas:

1. Visual
2. Auditory
3. Tactile
4. Kinesthetic

Self help skills that included personal care activities such as feeding, toileting, and washing were an integral part of the instructional program. Language development goals were developed for each child as part of his/her IEP.

The original intention of the Family Service Program was to involve parents on a regular basis by having them continue the same or appropriate supplemental training of their children at home. There was to be ongoing cooperative planning with parents, and training of parents to supplement program activities at home. Upon interviewing the teacher and aide, and by

TABLE 23

Attendance Record of 9 Children Enrolled in the Family Service Program at the Jackson School - February 1977 - June 1977

Student	Number of Days Attended	Number of Days Absent	Total Days: From Enrollment to Dropped	% of Total Days Attended
A	51	15	66	77%
B	78	30	58	48%
C	25	36	61	41%
D	25	37	62	40%
E	6	6	12	50%
F	7	28	35	25%
G	6	23	29	21%
H	6	1	7	86%
I	3	47	50	6%

bserving the program, the evaluator ascertained that this phase of the program had not been fully implemented. Parents, by and large, dropped off and picked up their children, and did not make themselves available to undergo the intensive involvement spelled out in the proposal. For example, only two parents remained to watch and become involved in the program at the Jackson Center.

Question 3 - When did the Speech and Hearing clinics become operational? What services did it provide and how did it function?

The five Speech and Hearing clinics resumed operation in September 1976 and functioned for the full year. Approximately 208 children were seen for therapy (Table 18). One hundred eighteen had been seen during the first semester, and 40 of these children, plus 90 new children, were given therapy during the second 14 week period. It was projected that approximately 360 children would be given direct therapy. Thus, the project attained 58% of its goal.

Therapy was offered for children with the following disorders: apraxia, asphasia (expressive and/or receptive) dysathria, delayed language, defective articulation, dysfluent speech, voice disorders, peripheral hearing problems and auditory perceptual disturbances.

The therapeutic program was observed by the evaluator during his visits to the clinics to include the following elements in the 45 minute therapy sessions:

1. A planned instructional program on a one to one basis with the child.
2. A variety of visual aids, materials and themes for instruction.
3. Testing - informally and/or formally.
4. Parent consultation for at least 15 minutes.
5. Free play for the child.

Expectations of conformity to these procedures was communicated by the Program Manager and supervisor through orientation sessions, monthly meetings of the therapists and demonstration lessons. Deviations were found to be limited to minor innovations of individual therapists.

The evaluator attended a sample of staff development sessions that the Preschool Speech and Hearing Services planned for its therapists. The sessions were, by and large, devoted to various techniques and suggestions for improving the therapists' screening and therapy.

The intent and emphasis of the Speech and Hearing Program was diagnostic therapy for preschool children with seriously handicapping speech, language and hearing problems. Children closest to school age received top priority so that they could be appropriately placed when they reached school age.

The goal of hearing therapy within the Preschool Speech and Hearing Service was to achieve as near normal educational placement as possible by developing strong communication skills in the preschool hearing impaired child. This goal incorporated parent counseling as an integral part.

Each child was seen by a qualified speech or hearing therapist twice a week for 45 minute sessions. Parents were encouraged to observe each therapy session so that they could help more effectively with follow up activities at home. The sessions included time for parent counseling. If parents were unable to attend sessions, the therapist, usually in the evenings and thus on their own time, called parents to apprise them of their child's progress and needs.

Table 24 summarizes the attendance patterns of the handicapped children attending speech and hearing therapy classes. Of the 178 children who attended, 35% attended 15-20 sessions. The average (median) student attended 16.1 sessions. Table 25 indicates the sex and age distribution of these children. Nearly 60% of the children were boys.

TABLE 24

Attendance Patterns of Handicapped Preschool Children (Ages 2-5) in Preschool Speech and Hearing Therapy Classes in 1976-1977

Number of Sessions	Children Attending					
	Boys		Girls		Total	
	No.	% of Total	No.	% of total	No.	% of Total
36 and Above	1	1.10	1	1.4	2	1.1
31 - 35	3	2.8	2	2.8	5	2.8
26 - 30	4	3.8	2	2.8	6	3.4
21 - 25	17	16.0	13	18.0	30	16.9
15 - 20	38	35.8	25	34.7	63	35.4
11 - 14	15	14.2	13	18.1	28	15.7
6 - 10	24	22.6	15	20.8	39	21.9
1 - 5	4	3.8	1	1.4	5	2.8
Sub Total	106	59.6	72	40.4	178	100
Total	100	100				100

TABLE 25

Sex and Age Distribution of Handicapped Preschool Children (Ages 2-5) Attending Preschool Speech and Hearing Therapy Classes in 1976-1977

Age	Boys		Girls		Total	
Years & Months	No.	% of Total	No.	% of Total	No.	%
6.0 and over	1	1.0	2	2.8	3	1.7
5,6 - 5.11	7	6.6	2	2.8	9	5.1
5.0 - 5.5	18	17.0	12	16.7	30	16.9
4.6 - 4.4	25	23.4	26	36.0	51	28.7
4.0 - 4.5	28	26.4	12	16.7	40	22.5
3.6 - 3.11	10	9.4	10	13.9	20	11.2
3.0 - 3.5	13	12.3	5	6.9	18	10.1
2.6 - 2.11	2	1.9	2	2.8	4	2.2
2.0 - 2.5	1	1.0	1	1.4	2	1.1
Below 2.0	1	1.0	0	0	1	0.5
Sub Total	106	59.6	72	40.4	178	100.0
Total		100		100		100

Twenty-nine percent were of 4.6-4.11 years of age and the average (median) student was 4.6 years of age.

Each of the five Speech and Hearing clinics offered two parent workshops each semester. Topics covered stressed skills in working with children. In addition, parents were given the opportunity to share problems and experiences in an accepting climate so that they could reinforce and reassure each other.

Question 4 - When did the Home Based Program become operational? What services did it provide and how did it function?

A Home Based Service teacher was brought on board in May 1977. This teacher visited the homes of 10 of the children who had been evaluated by the educational diagnosticians. Thirty-three home visits were made and 10 progress reports were written for these children during the months of May-June 1977. The teacher in working with the children attempted to implement the IEP's written for the children. At the same time, the teacher demonstrated various educational techniques to the parents so that the latter would be able to continue some of the exercises with their children until the teacher returned.

A physical therapist was engaged on April 11, 1977 and was assigned on April 22, 1977 to provide intensive therapy to three 0-2 children and one four year old child. Three of the children were seen daily for one and one half hours each and one child was visited three days per week. Each child was evaluated and the therapist wrote an IEP, invited the parent to sign the assurance page, and implemented the IEP with the cooperation and participation of the parent. The four children were Downs Syndrome infants (0-4) and therefore required intensive treatment. Each parent was made to understand that she was to continue with certain exercise and activities to supplement and reinforce the treatment sessions.

Question 5 - How many children received therapy in the Alternative Hours Program?

The Alternative Hours Program (fully discussed under component 2) which functioned for eight Saturday mornings during April 1977 through June 1977, provided therapy to four children (in addition to the 29 children who were given diagnostic services).

Question 6 - How many children received treatment, therapy, and/or instruction as part of the PEACH Project?

Table 26 summarizes the number of children reported in the previous research design questions that received services via the various programs sponsored by the PEACH Program.

In the four major programs, 240 children received treatment, therapy, and/or instruction after having an IEP written for them. Another 73 children received instruction as they were being observed and evaluated at a diagnostic center.

Question 7 - How many children improved as a result of the Family Service Program, the Home Based Program and the Alternative Hours Program?

No pre-post tests were administered to children in the Family Service Program at the Jackson and Stanton Schools to be able to respond empirically to this question. There were not enough sessions held for children enrolled in the Alternative Hours Program and the Home Based Program to provide data to address this question.

Question 8 - Did children improve as a result of the therapy and instruction provided in the Speech and Hearing clinics?

Table 27 summarizes the gains made by children on pre-post testing with the following instruments as reported by the Speech and Hearing therapists:

TABLE 26

Number of Children Receiving Therapy/Instructional Training in Various Programs of PEACH PROJECT

Program	No. of Children Receiving Therapy Treatment/Instruction	Average # Sessions Attended Per Child	Number of Sessions Per Week Per Child	Hours Per Session	Dates Program Began & Finished	Staff Manning Program	No. of Chil ren Receivi Instruction While Obser for Diagnos
Family Service Program Jackson School	9	32[A]	4 days/week	9:00-2:00	Feb. 17, 1977 - June 20, 1977	1 Aide 1 Teacher	
Stanton School	5	12	4 days/week	9:00-2:00	May 20, 1977 - June 20, 1977	2 Aides 1 Teacher	
Preschool Speech Hearing Unit	208	28	2 days/week "	45 minutes	Sept 1977- June 20, 1977	13 Therapists	
Home Based Program							
Downs Syndrome Children	4	3	3-5 days/week	1½ hours	May 1977 - June 10, 1977	1 Physical Therapist	
Other Handicapped	10	2	1 day/week	1 - 2 hrs.	April 1977 - June 10, 1977	1 Homebound Teacher	
Alternative Hours Program	4	8	1 day/week	9:00 - 12:00	April 2, 1977 June 11, 1977	30 Professionals	38
Diagnostic Center Harrity School		3-11 Weeks	4 days/week	8:45-2:00	Jan. 1977 - June 10, 1977	2 teachers 2 Aides	35
Total	240						73

A- Based on 4 students who attended from 25 - 51 sessions. The other 5 students attended 3-6 sessions.

TABLE 27

Gains Made by Children Enrolled in the Preschool Speech, Language and Hearing Unit of the PEACH Project in 1976-1977.

TEST AREA	NAME OF TEST	NUMBER OF CHILDREN TESTED BY AGE			PRETEST MEANS			POSTTEST MEANS			F STATISTICS		F STATISTIC - WITHIN SUBJECTS			
											Between Age Groups (B)	P	Pre-Post (A)	p	AxB Interaction	P
		2.0-3.11	4.0-4.11	5.0+	2.0-3.11	4.0-4.11	5.0+	20-3.11	4.0-4.11	5.0+						
I. Speech	Arizona Articulation Proficiency Scale Total Raw Score	33	84	35	71	63	59	74	69	63	1.753	0.1768	20.878	.0001 ***	0.998	0.3711
II. Language A. Reception 1. Vocabulary	Peabody Picture Vocabulary Test (Forms A & B) Total Score (# correct)	31	88	37	23	32	43	30	38	50	21.109	.00001 ***	73.171	.00001 ***	0.177	0.8381
2. Syntax & Morphology	Test for Auditory Comprehension of Language by Carrow Total Raw Score	21	73	35	46	55	63	53	64	71	4.442	0.0137	51.950	.00001	0.102	0.9033
B. Expressive Language	Carrow Elicited Language Inventory Age Score (in months)	15	60	28	31	36	42	34	40	47	3.015	0.0535 *	21.668	.00001 ***	0.235	0.7911

* Significant at the .05 level
** Significant at the .01 level
*** Significant at the .001 level

. Arizona Articulation Proficiency Scale (AAPS)

. Peabody Picture Vocabulary Scale (PPVS)

. Carrows Test for Auditory Comprehension of Language (TACL)

. Carrows Elicited Language Inventory (ELI)

An analysis of the pre-post testing data for each instrument was made, after dividing children into three age categories (2.0-3.11; 4.0-4.11; 5.0 +).

On all the tests except the Arizona Proficiency Scale, there were significant differences among the three age groups. This is not surprising and should be expected since maturation does have an effect on the initial prescores.

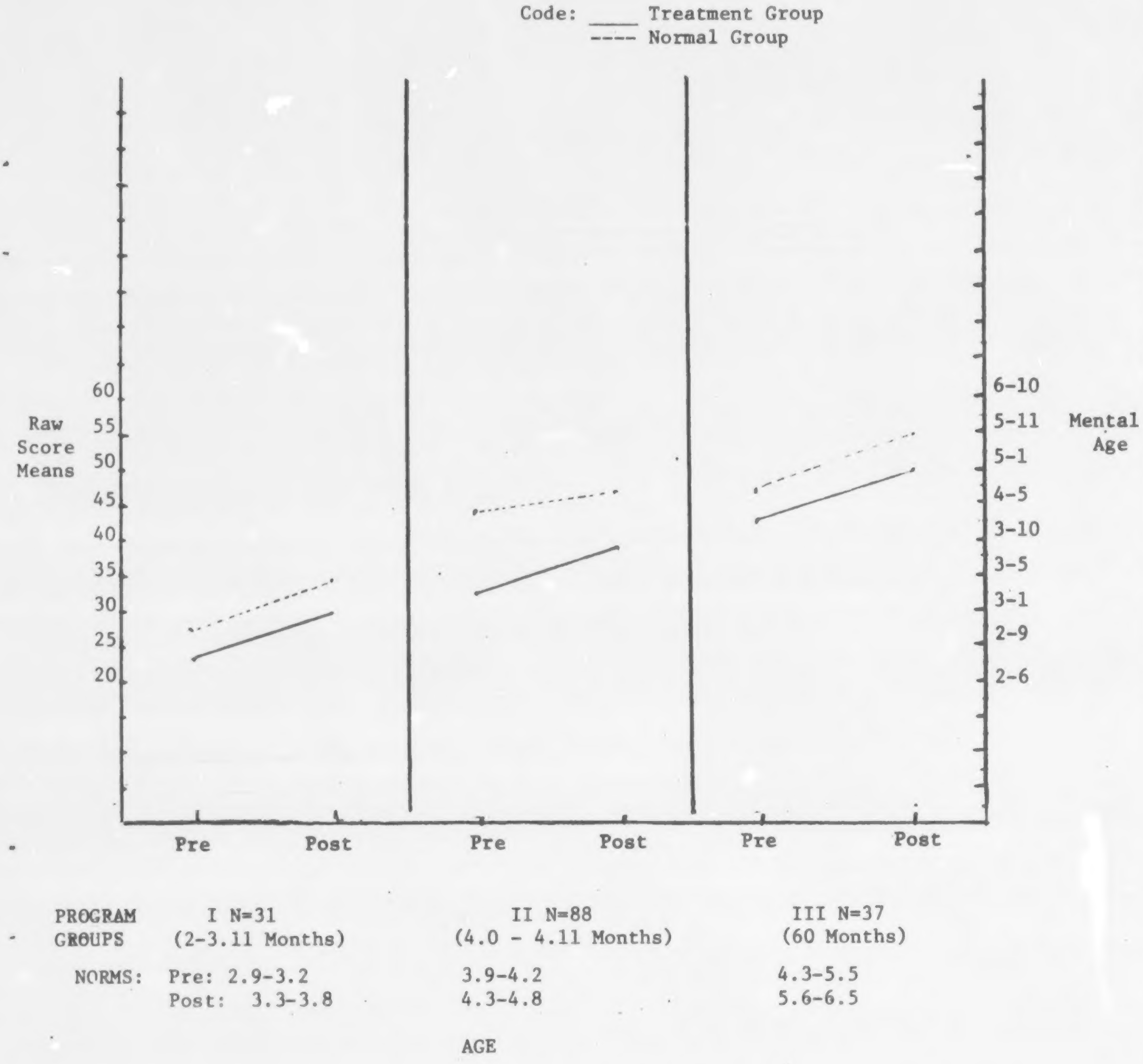
On all the instruments, there were significant gains made from the pretest to the posttest. Thus, growth appears to have been attained by all children who participated in the program. However, a careful review of the results for each test shows that such significance was global for all three groups combined. Post hoc testing, using Scheff'e Test, revealed that no one individual age group made statistically significant gains.

Chart 1 illustrates the pre-post scores on the Peabody Picture Vocabulary Test for the three age groups receiving therapy compared to the growth pattern for a normal population. All groups, though scoring below the norms because of their deficits, appear to parallel the growth pattern of the normal population.

Though all three groups showed 6-7 points of growth in terms of raw score points, they represented different growth levels in terms of the mental age scale. The three year olds thus grew four months, the four year olds, five months, and the five year olds, ten months. Thus, the older the group, the more gains appeared on the Peabody Picture Vocabulary Test. This growth was, however, not statistically significant. The

CHART I

Peabody Picture Vocabulary Test: A Comparison of Prescschoolers Provided Treatment in PEACH's Speech, Language and Hearing Clinics and a Normal Population



standard of error of measurement of I.Q. scores reported in the test manual for the Peabody Picture Vocabulary Test ranged from 6.00 to 8.61, with the median being 7.20. Thus any real significance would have to be larger that this number to indicate statistical significance on the instrument.

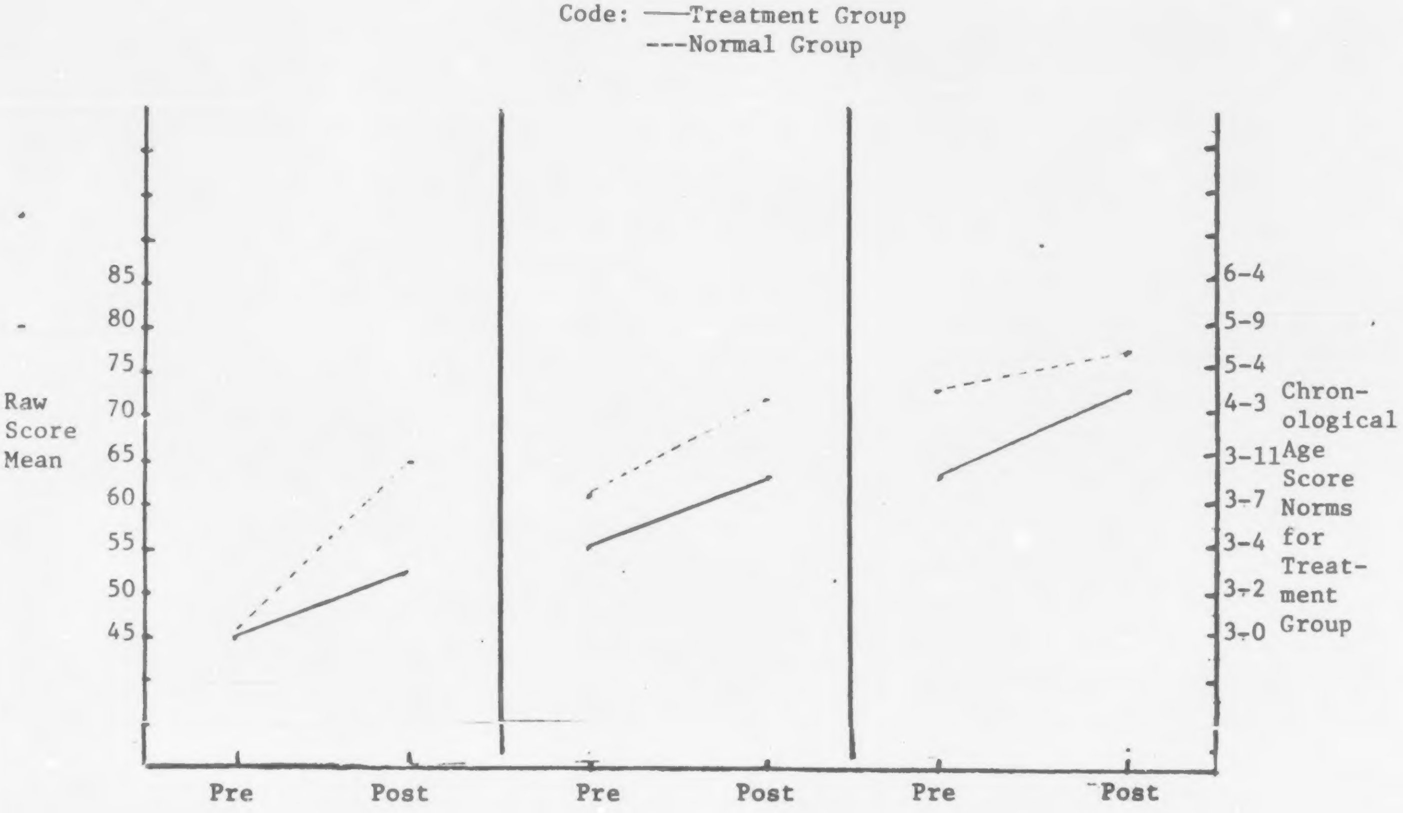
The above type of growth is also evidenced in the pre-post scores for the Test for Auditory Comprehension of Language (Chart 2). The three groups made 7-9 raw score points which reflect different chronological age gains. The three year olds, grew three months, (from 3.0 to 3.2) the four year olds, five months (from 3.4 to 3.9) and the five year olds, 12 months (from 3.9 to 4.9). Though the growth was highly significant from pre to post on the Carrow Elicited Language Inventory, the raw score gains were only 3-5 points (Chart 3). (Therapists pointed out that this instrument primarily measures immitative abilities of children in language skills.) The instrument that they felt was most important in terms of growth was the Test for Auditory Comprehension of Language. Successful training in comprehension and cognitive skill development was considered a more important indicator of gains than the Carrow Elicited Language Inventory.

Chart 4 depicts the growth patterns of the three age groups compared to the norming population on the Arizona Articulation Proficiency Scale. The four year old group showed greater growth (5.5points) than the other two groups. Though this gain exceeded the standard error of measurement of 5.0168 for this instrument, a post-hoc Schef'e Comparison Test indicated that this gain was not statistically significant.

Since growth is being measured after only a 14 week treatment program, it may be unreasonable to apply such stringent standards to the analysis. Further studies of the above procedure would be more applicable for students

CHART 2

Test for Auditory Comprehension of Language: Gains Made by Three Treatment Groups Receiving Therapy in the Preschool Speech, Language and Hearing Unit of the PEACH Project - 1976-1977



Groups: I:N=21 II:N=73 III: N=35

Ages: 2.0-3.11 4.0-4.11 5.0+

CHART 3

Carrow Elicited Language Inventory: Gains Made by Three Treatment Groups Receiving Therapy in the Preschool Speech, Language and Hearing Unit of the PEACH Project 1976-1977

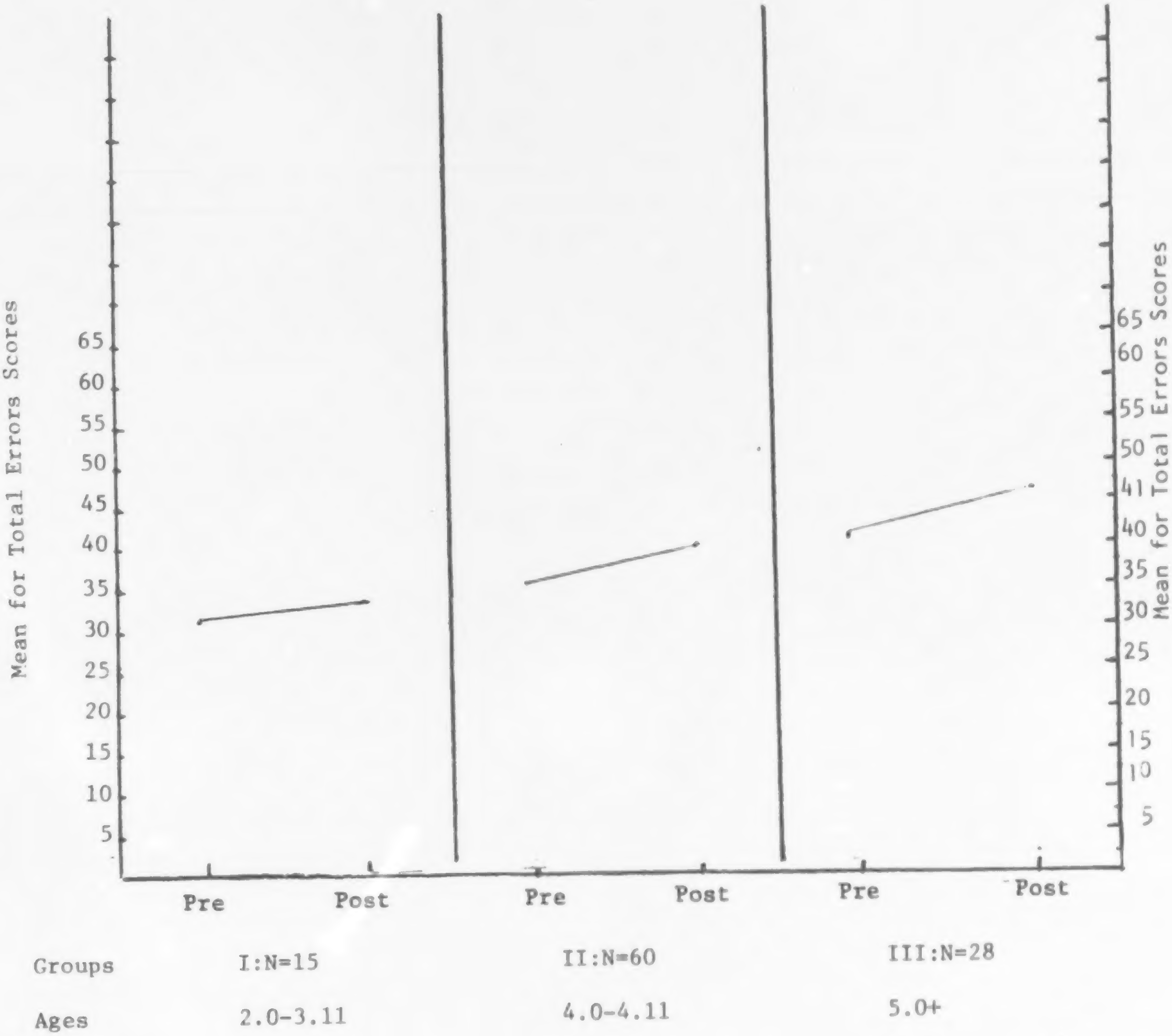
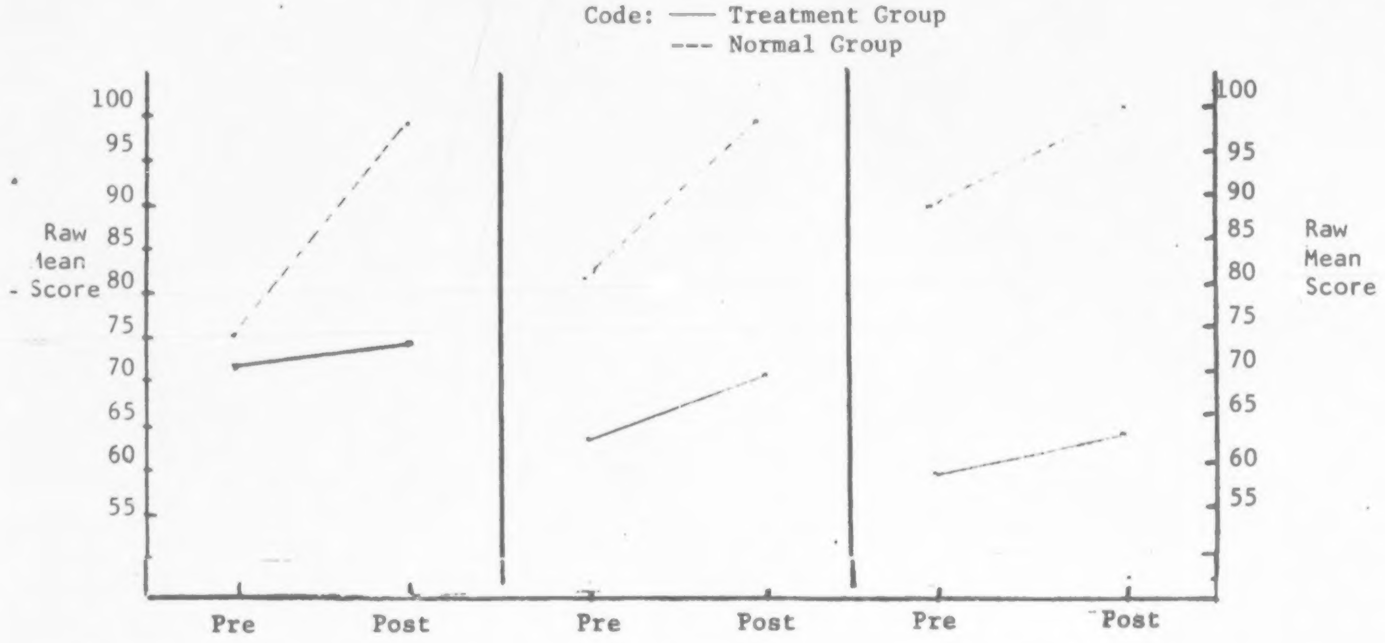


CHART 4

Arizona Articulation Proficiency Scale: A Comparison of Preschoolers Receiving Treatment in PEACH's Preschool Speech, Language, and Hearing Unit with Normal Children 1976-1977



Groups:	I:N=33	II:N=84	III:N=35
Ages	2.00-3.11	4.0-4.11	5.0+

who were in the program for at least two continuous semesters (at least 28 weeks).

It should also be noted that an experimental design would be necessary to attribute any significant growth to the program and to rule out maturation effects.

To summarize, after a 14 week treatment program, though pre-post scores on various tests indicated that gains and growth took place, such gains were not great enough for the various instruments being used to show program effects.

Further studies should include an experimental design with children attending the program for at least 28 weeks to show significant pre-post gains.

Question 9 - Were child-care facilities for Non-Handicapped siblings established?

This objective was not implemented.

Attainment of Objectives for Component 4

1. To establish a Family Service Program to serve preshool children who cannot be accommodated by existing service agencies.

   This objective was fully implemented by the latter half of the 1976-1977 school year. Programs were offered at the Jackson and Stanton Schools and a Home Based Program was established.

2. To refer children identified as handicapped for placement in existing agencies having the apability of servicing the specific handicaps.

   This objective was fully implemented throughout the school year. The Speech and Hearing unit referred children to agencies having the capability of servicing the specific handicaps. The PEACH unit referred school age children and children from other IV's to the appropriate agencies and referred 120 preschool children with all types of handicaps to various agencies for placement and service.

3. To establish a Family Service facility to serve children who cannot be accommodated by existing agencies.

   This objective was fully implemented by both units of the project. Five clinics were established for the Speech and Hearing unit for children with Speech and Hearing deficits and functioned during the complete 1976-1977 school year. Two facilities were established by the PEACH unit at the Stanton and Jackson Schools by February and March 1977 to serve preschool children with all types of handicapping conditions.

4. To provide child care for siblings of treated children when parent must bring them to the Family Service facility.

   This objective was not implemented.

5. To consult with parents to assist them in dealing with the psychological, physical, and technical problems involved in helping their children.

   This objective was fully implemented by the Speech and Hearing section throughout the 1976-1977 school year. The PEACH unit implemented this objective during the latter half of the year with the establishment of the Diagnostic Center at the Harrity School, the Home Based Program, and the Alternative Hours Program.

Service Component 5 - Goal

To develop and maintain a child tracking system that meets intermediate unit, state, and national level information needs about persons served under EHA-B.

The evaluation questions will explore the type of system, the data set of each file, and the accuracy and efficiency of the system.

Question 1 - When did the child tracking system become operational and how did it function?

During the 1975-1976 school year, a Special Education Preschool File system was developed by the Division of Administrative and Survey Research Services in collaboration with Data Processing personnel and Special Education personnel. This system was rejected in favor of the McBee-Keysort system.

The McBee-Keysort system is a manual system that consists of a card 7 1/2" x 6 1/2" with 134 holes around its peremeter. It permits a quantity of original unit records to be sorted by hand by any desired categories. A hand punch is used to code-notch the appropriate holes. A Keysort needle is then inserted into the appropriate hole to separate the notched cards from the unnotched cards. Thus, it is possible to select cards with one or more desire classifications without disturbing the order of the remainder of the cards in the file.

During the months of July-August 1976 a special printed McBee Keysort card was developed by project personnel for PEACH with the assistance of a consultant from the McBee Keysort Company (Appendix H.1).Printed cards were delivered for immediate implementation during the month of September 1976. An Educational Specialist, hired in July 1976, was assigned on a full time basis the task of developing the child tracking system and entering and retrieving data thereon. The Information Specialist was also assigned to help maintain and retrieve data from the system. When the Educational Specialist resigned in February 1977, a social service program specialist was reassigned to assume the task of maintaining the child tracking system.

During March 1977, several social service program specialists were assigned the task of visiting the Powelton Center and recording onto McBee cards basic demographic data for children in the Preschool Speech and Hearing Clinics. During the months of June and July 1977, social service program specialists and educational diagnosticians were assigned the task of updating the filing system of reports and dossiers and correlating it with the McBee Keysort cards.

As per memorandum dated March 21, 1977, (Appendix I) social service program specialists, the telephone intake person, the social service program specialist reassigned to the McBee System and Home Service Teachers were assigned particular fields to punch/notch and record particular information onto the McBee Keysort card.

Question 2 - What was the scope of the child-tracking system? What data elements were included?

The McBee Keysort System (MKS) was used to establish a Special Education Unserved File (SEUF) and a Special Education Preschool File (SEPF). The scope, functions and data elements are described below.

a. The SEUF captures pertinent data elements on all preschool children referred for assessment, whether the referral is initiated via the Hot-Line, written correspondence, or a visit. During the initial screening interview, data elements include the following: date of referral; suspected handicap; gross level of developmental lag; involvement with outside agency or in other program; director - type information concerning the referred child, the parent/surrogate and the referrer; phone number and best time to be reached for an appointment; and source of knowledge about Project PEACH.

b. The SEPF contains pertinent data elements on those preschool children undergoing intensive screening, diagnosis, evaluation, placement and assignment to Intermediate Unit Programs. The elements printed on the McBee Keysort card (Appendix I) for the PEACH Project include data elements that are to be notched and other vital information that are to be hand recorded. Basic notched data include the following:

1. Sex of child
2. Age of Time of Referral
3. Year of Referral
4. Month of Call
5. Birthday
6. Method of Referral
7. Sibling
8. Parent Signed Release of Information Form
9. Race of Child
10. District Exceptionality
11. Communicative Ability of Child
12. Residence
13. Program Placement
14. Process
15. A-J: Codes representing evaluations completed by Professionals
16. Exceptionality

Information that is to be written onto the card include:

1. Name of Child
2. Date of Referral
3. Phone Number
4. Address, City, Zip Code
5. Other Agency Involvement
6. Parent (Person in Loco Parents), Phone at home/work
7. Address (if different from #4), City, Zip Code
8. Referred to
9. Comments

When a social service program specialist, educational diagnostician, psychologist, pediatrician, and/or speech and hearing therapist completed a report, the date that the report and/or visit was completed and the professional's names were to be recorded onto the back of the card and columns A-J appropriately notched. The date when a Multidisciplinary Team evaluated the child was also recorded onto the card and the appropriate holes for "Process" and "Exceptionality" notched.

The reader was to note the memorandum of March 21, 1977 (Appendix H.2) that described some of the criteria for the data elements that were to be notched and recorded.

c. The Special Education Informational Directory File (SEIDF) contained data elements for such information that came via the Hot-Line:

1. Call for information only
2. School age children referred to other district agencies
3. Non Intermediate Unit Children from other districts referred to other Intermediate Units
4. Referred by Specialized agencies for placement in school age programs
5. Volunteers to serve programs
6. No follow-up
7. Follow up in 6 months

The purpose of the file was to ascertain the quantity of calls and the cost-effectiveness of using a Hot-Line system and employing a person full time to attend it.

Question 3 - What analysis/reports can be prepared from the Special Educational Data System data base? What vital reports cannot be obtained from the Special Education Data System (SEDS)?

Using the McBee Keysort Sorting System the following reports can be summarized by components from notched data elements:

Component 1 - Analysis of Media Effectiveness

Component 2 - Location and Identification Statistical Report:
Number of children screened, referred, evaluated for handicap, verified as handicapped by age, sex, race, exceptionality and by district

Component 3 - IEP Planning Report

Component 5 - Child Tracking Report

By analyzing individually each card in the file for recorded data, the following reports by components can be summarized from written data:

Component 4 - Instructional Programs and Related Services: Children instructed via classroom/self contained programming; At home programming; Itinerant support; Diagnostic Center support

Component 4 - Roster of Agencies Receiving Referrals from PEACH

Target dates recorded on the IEP's for providing services and programs and the attainment of various goals cannot be monitored via the SEDS.

The system cannot track children to ascertain whether children are receiving program services and speical instructional services recommended by the MDT and recorded on the child's IEP. Similarly, the system cannot track and monitor the intensity of services provided (i.e., how many sessions were provided), the attainment of short and long term objectives listed in the IEP, and the need to rewrite or reevaluate the child's IEP every six months.

Question 4 - To what degree was the child tracking system accurate, efficient and up to date? How practical and efficient was the system for retrievel purposes?

In order to ascertain the degree of accuracy of the child tracking system, the evaluator used an independent file that had been maintained and cross checked the McBee Keysort cards against this file. Up to February 7, 1977, the Program Manager of the PEACH Program maintained a master file in a loose leaf binder for each child that received an evaluation. This file listed the childrens names, the dats and initials of the social services program specialist, educational diagnostician and psychologist, who completed evaluation reports for each child. The date when a medical report was obtained is also listed. A file or dossier was maintained for each child wherein all reports and pertinent information were deposited.

On February 10, 1977, the evaluator summarized the master file and found that the following number of reports had been completed:

By Social Service Program Specialists	158 cases
By Educational Diagnosticians	79 cases
By Psychologists	48 cases
By Medical Reports	34 cases

On February 15, 1977 the evaluator analyzed the contents of the McBee Key cards for the above cases. In order to determine the degree of accuracy and completeness of cards and dossiers that were being maintained, a 50% random sample of McBee Keysort cases and dossiers of the 158 children who had had a social service program specialist evaluation was selected for analysis. The results are summarized in Table 28.

Fifty percent of the reports were filed in the child's dossier. Sixty percent of the cards had the necessary data notched and 63% of the cards had the required data properly recorded.

Of the 404 new referrals waiting to be evaluated, (as of February 15, 1977) a 20% sample of 86 cards was randomly selected for analysis. None of

TABLE 28

Analysis of the McBee Key Sort System and Reports Filed in Dossiers - February 15, 1977

Status	McBee Key Cards				Reports Filed in Dossiers	
	Data Notched		Data Recorded			
	#	%	#	%	#	%
I - 50% Sample of 158 Evaluations						
Data Correct & Complete	46	60%	48	63%	39	51%
Data Lacking & Incomplete	31	40%	29	37%	38	49%
Total	77	100%	77	100%	77	100%
II - 20% Sample of 404 Cases to be Evaluated						
Data Correct and Complete	0	0	35	41%		
Data Lacking and Incomplete	86	100%	51	59%		
Total	86%	100%	86%	100%		

the cards had been correctly or properly notched and only two-fifths of the cards had basic demographic information recorded thereon.

Children who had been in the Speech and Hearing clinics for the 1975-1976 school year had not yet been recorded onto the McBee Keysort System. Similarly, names of the nearly 485 children who were currently in various institutions and agencies and were part of the surrogate plan had not yet been obtained for recording onto the child tracking system. (State officials required Intermediate Unit's to track such children who would have concerned adults look after their interests.) Furthermore, most of the cards for those children who were presently in the Speech and Hearing clinic were lacking such basic demographic information as address, phone numbers and parent names.

Thus, for the first half of the year, the system had not yet been properly implemented nor could it provide up to date and accurate information for reporting purposes.

On June 29, 1977, the social service program specialist assigned to maintain the McBee Keysort System counted each card and arrived at the summary information that appears in Table 29.

The state at the end of the year advised the project director that tacking should not be done for the 485 surrogate children.

On June 26, 1977, the evaluator and the social service program specialist analyzed the contents of the McBee Keysort System. All cards were placed in two boxes. Box 1, The Active File, had cards classified according to the following headings:

- . Process Via MDT - cards were filed alphabetically and the MDT field was to be notched and the date of the MDT meeting was to be recorded next to it.
- . Verified Processing - cards were filed alphabetically for clients who had been visited by social service program specialists and for whom further evaluations were in the process of being carried out.

TABLE 29

Summary of McBee Key Sort Cards on File on February 15, 1977

File	Number
Verified	182
New Referrals	404
To be Followed Up in 6 Months	27
Speech/Hearing Children Evaluated Waiting to be Processed	34
Hearing Children Evaluated - Waiting to be filed/notched	16
Others to be Filed and Processed	54
Referred to other IU's	49
Direct Referrals to Agencies	10
School Age Referrals (incomplete data)	109
Calls for Info	120
No Follow up	13
Volunteers	7
	1025

- New Referrals from Preschool Speech and Hearing - "New Referral - Calls to be Made" - Cards were in random order and not alphabetically arranged.

Box 2 contained cards for clients referred to other Intermediate Units. Many of the cards had no names of children e.g., entry read "IU22". There were notching of sex, age at time of referral, year of referral, month of call and method of referral.

Other classifications in Box 2 wherein cards were filed alphabetically were:

- No Follow-Up
- Contact within six months
- School Age Referrals
- Calls for Information
- Referred to Other Agencies
- Referred by Specialized Agencies for Placement in School Age/Programs
- Tracking Only - Not FY 1976-1977
- Agency Cards
- Agency Psychological Evaluations by PEACH
- Psychological Evaluations from Agencies by PEACH Students - School Age in 1977
- Psychological Evaluations from Agencies by PEACH students - Born in 1973 or later
- Psychological Evaluations from Agencies by PEACH Students - Born in 1971 or sooner
- Psychological Evaluations from Agencies by PEACH Students who fit our categories

Thus, in order to find a child, one had to look first in Box 1 and then in all of the other classifications in Box 2 until the finder found the particular card. Even after such a search, it was possible that no card would be found since a staff member had removed the card and had never returned it.

The memo dated May 5, 1977 (Appendix I) indicates that staff members had removed McBee Keysort cards so that the staff nad to be directed to return all cards to the boxes. In order to prevent the removal of cards, staff members were advised that for the 1977-1978 school year, only one person would have access to the cards.

According to project staff, the 123 cards that were in the MDT file should be 100% accurate as a special effort had been made by the Educational Specialist to maintain the records of the children that had complete evaluations and had been processed via the MDT. Table 30 shows the result of the analysis of a sample of 95 cards. In most areas, the cards were properly notched for most children. However, the cards of children who had been placed at the Harrity, Jackson, Saturday and other programs were not notched nor was such information recorded on them. Medical records received from the contracted pediatrician or from hospitals and physicians were by and large not notched in the appropriate columns.

Cards placed in the other files were found not to be up to date, with many of the areas waiting to be notched and key information lacking. In general, psychologists and educational diagnositicans did not report dates of evaluations, MDT meetings, dates IEP's were written, and parent placement conferences dates, to the Educational Specialist maintaining the child tracking system, nor did they record such information onto the cards, themselves. Though, the memo of March 21, 1977 (Appendix H.2) directs each team to route staffing sheets to the acting Educational Specialist, this did not always take place.

In checking for dossiers and files, it was found that during the regular school year, there was difficulty in trying to find dossiers to match McBee Keysort cards. Many reports were either waiting to be typed,

TABLE 30

Analysis of McBee Keysort Cards on June 29, 1977

Areas to be Notched	Notched	Not Notched	Total	% of Accuracy
Sex	94	1	95	99%
Age -Time of Referral	93	2	95	98%
Birthday	93	2	95	98%
Method-Referral	93	2	95	98%
Sibling	45	50	95	47%
Process: MDT	90	5	95	95%
IEP	45	50	95	47%
Release Information	90	5	95	95%
Race	90	5	95	95%
Exceptionalities	67	27	95	71%
District	91	4	95	96%
Communication	45	50	95	47%
Residence	81	13	95	85%
Program Placement	84	11	95	88%

waiting to be written, placed at the various centers if the child was being served there, or missing. No cross reference existed to permit expeditious location of a record. At the end of June, and in July 1977, staff members were assigned the task of reorganizing the filing system so that files for children receiving services were established and various reports collected and filed properly.

To summarize, the Child Tracking System was found to be inaccurate, inefficient and not up to date. In order to retrieve data from the McBee Keysort System for various studies, a day or more had to be spent by a person sorting and counting the cards by hand. Important data, such as dates of evaluations, IEPs and MDT meetings, and by whom and where children were placed, could be obtained only by inspecting the entire file, card by card. The system is cumbersome and, as greater numbers of children are served by Project PEACH, this problem can be expected to become more severe.

The dossiers or file folders system had yet to be properly established and organized in order to provide an efficient retrievel system that would allow copies of various reports to be sent to parents and to authorized professionals.

Question 5 - How many requests for information regarding the PEACH Program were received? What was the nature of the information requested?

Quarterly reports were submitted to the Bureau of Special and Compensatory Education, Pennsylvania Department of Education, Harrisburg, Pa. This agency is responsible for funding and monitoring the PEACH Project.

The four reports filed with the state were submitted on December 30, 1976, February 1, 1977, April 30, 1977 and a final summary report on October 13, 1977.

The reports were primarily progress reports and many components relied heavily on the child-tracking system. This involved such information as the number of children screened, evaluated and verified. The number of IEPs written were obtained by counting the IEP's actually completed.

The project director prepared a generalized progress report summary of the project for presentation to the school board on August 15, 1977.

Attainment of Objectives for Service Component 5

1. To establish a Special Education Preschool File containing identifying, demographic, need, and service information about each entry to track children being served by Intermediate Units 26 programs.

   a. complete systems design

   b. complete programming

   This objective was partially implemented with the adoption of the McBee Keysort System. The latter system was a manual system that did not meet the requirement for (a) complete systems design and for (b) complete programming. The McBee file was only partially successful as a child-tracking system.

2. To establish a computerized Special Education Unserved File to track children referred from service.

   a. complete systems design

   b. complete programming

   This objective was not implemented. A computerized system developed during the 1975-1976 school year was abandoned for the current system.

3. To complete necessary programming for updating each file and for transferring children from the unserved to the served files.

This objective was implemented by the end of the year. Cards were manually transferred from the unserved file box to the served file box.

4. To respond to information requests from Intermediate Unit, state, and Federal sources.

This objective was fully implemented throughout the year.

Service Component 6 - Goal

To provide resource information necessary for adequate services to handicapped persons under EHA-B.

This goal will be discussed and analyzed in terms of (a) establishing and providing services via a resource center; (b) staff development programs; (c) providing resource information to the public and community; and (d) providing resource information to parents of preschool handicapped children. The resource directories developed and/or revised by staff for servicing handicapped children will also be considered for this goal.

a. Information/Resource Center

Question 1 - When was a resource center established? What is the location of the center and what was it designed to do?

Located on the fourth floor of the Stoddart-Fleisher Jr. High School, 13th and Green Streets, the Parent Partnership Special Education Center opened on November 30, 1977. The Center was to reinforce the School District's emphasis on Special Education and to coincide with the Parent Partnership Program that was sponsored by the Superintendent in his effort to provide help to families of handicapped children (Appendix L).

The Center was to:

- Provide access to the latest diagnostic materials.
- Acquaint parents with instructional aides that might be used at home.
- Maintain a library for use by all School District personnel and parents.
- Provide for the loan of books, manipulative games, toys and other materials to parents and teachers alike.

As pointed out in a press release issued on December 9, 1976 (Appendix L-3), the Project Director of PEACH "cautioned that the Center's purpose is not to test children or to place children in special classes, but rather to provide direct help and advice to parents of handicapped children."

Question 2 - Who are the Special Education staff involved with maintaining the resource center?

The PEACH director was put in charge of the center and retained a Special Education teacher on special assignment, beginning August 1, 1976, to act as coordinator of the Parent Partnership Special Education Resource Center in conjunction with the PEACH Project.

Question 3 - What sources were contacted to secure information and materials for the resource center and what was the nature of the response?

The Coordinator maintained a daily log of her activities. She maintained logs for the months of December 1976 through June 1977. In these logs, she reported that she had made no contacts to secure information or materials for the resource center. However, she reported to the evaluator that in prior months she had contacted the following agencies and scources for obtaining information and materials in the field of preschool special education.

- National Learning Resource Center of Pennsylvania
- Pennsylvania Resource and Information Center for Special Education (PRISE)
- Resource Information Services for Education (RISE)
- Philadelphia Library for the Deaf
- Public Library Unit on the Deaf
- Pennsylvania Materials Center for the Visually Handicapped

The Program Manager for PEACH indicated that she had contacted the following agencies for sources of information:

CONNECT
Intermediate Unit 25
Elwyn School
Woodhaven School
NLRC
Area Learning Resource Center in Doylestown
Developmental Disability Center at Temple University

Question 4 - What kinds of resource materials were acquired by the information center?

On February 1, 1977, the evaluator visited the Center, and with the Coordinator, inventorized the books and instructional materials found on the shelves of the Center (Table 31). As of that time, many orders to vendors had not yet been filled. In July 1977, the evaluator found no substantial change in the materials found on the shelves. However, orders had been delivered but were still in their original packing cases and crates.

The materials stored consisted of professional books and parental guides to dealing with children with various physical and emotional handicaps. Various children's books and games, geared for teaching handicapped children cognitive skills in reading and arithmetic, were also available. Other materials dealt with methods and goals for working with children in visual, spatial and motor activities to help overcome development lag.

TABLE 31

Inventory of Books and Instructional Materials at the Parent/Partnership Resource Center - February 1, 1977

Number Of Copies/ Sets	Books and Phamplets			Tests	Audio Sets (Instructional Aides)	Equipment (Pieces)	Games/ Materials
	Childrens	Professionals	Parent				
1	14	75	10	12	12	19	63
2	4	23	1	1		4	6
3	3	17					
4	2	11					
5	11	4					
6		3					
10	1	3					
11	1			1			1
20		1					1
22		1					
25		1					
33		1					
45		1					
Total	35	141	11	14	12	23	71

Question 5 - What services did the resource center actually provide?

The Center, as a vehicle of disseminating information, was found to be used quite rarely by parents and teachers. Table 32 summarizes the use of the center from December 1976 to June 1977. During the month of December, two parents brought their children to the center to have a diagnostic evaluation by the psychologist, social worker and educational diagnostician. Similarly in January, since the room was unoccupied, PEACH staff tested and evaluated five children in the resource room. Only two parents requested materials to use with their handicapped children and three teachers visited to look at materials that they might use in their special education classrooms.

The resource room or center was also used as the room where MDT meetings were held periodically, PEACH staff development sessions were conducted (Appendix L.6), where psychological and educational evaluations of individual children were conducted, and where community groups conducted their occasional meetings. The original purpose of being a resource for the dissemination of information to visiting parents and teachers had not been implemented.

The Coordinator was assigned by the project director to spend the greatest part of her time in scheduling the professionals for home visitations or assessment and evaluation of children. Such calls were made from the resource room. Thus, the resource room became an extension of the PEACH administrative office. The memo of April 11, 1977 by the Project Director (Appendix L.7) announced that the resource room was to be used as a work area for PEACH staff.

Question 6 - What system was established in the Center for the dissemination of information to parents and teachers, and how effective was the system?

TABLE 32

Summary of Monthly Logs Maintained by Coordinator of Parent Partnership Center at the Stoddart-Fleisher Jr. High School for Parents and Teachers of Handicapped Children from December 1976 - June 1977

Month	Number Of Parents Visiting	Purpose/Activity for Visit	Involvement of Coordinator	Other Staff Involved	Visits by Professionals	Purpose/Activity for Visit	Involvement of Coordinator	Other People	Purpose/Activity for Visit	Involvement of Coordinato
Dec. 1976	2	Diagnostic Evaluation of Children	None	PEACH Staff	2 CONNECT	Staff Development	None	PEACH Staff (1 week)	Staff Development	Yes
Jan. 1977	5	Diagnostic Evaluation of Children	None	PEACH Staff	3 Teachers	Inspect materials	None	PEACH Staff 2 sessions	MDT Meeting (2)	None
Feb. 1977	11	Diagnostic Evaluation of Children	None	PEACH Staff	10 MH/MR 3 Directors Agency not Stated (2/18)	Meeting -PEACH Project	None	2/14 25 Right to Read 7 Parent Partnership Advisor Committee 2/23	1 mtg. 1 mtg.	None Yes
Mar. 1977	3-(3/2) 4-(3/24) 3 (3/23) 1 (3/28 1 (3/30	Borrowed books Parent Placement Conference Borrow Materials Information for Parents Inspect materials	Yes No Yes Yes	PEACH Staff	6 Teachers (3/29)	Inspect materials	Yes	PEACH STAFFING	MDT Meeting (2)	No

TABLE 32 (continued)

Summary of Monthly Logs Maintained by Coordinator of Parent Partnership Center at the Stoddart-Fleisher Jr. High School for Parents and Teachers of Handicapped Children from December 1976 - June 1977

Month	Number Of Parents Visiting	Purpose/Activity for Visit	Involvement of Coordinator	Other Staff Involved	Visits by Professionals	Purpose/Activity for Visit	Involvement of Coordinator	Other People	Purpose/Activity for Visit	Involvement of Coordinat
Apr. 1977	1 (4/1) 30 (4/18) 4 (4/19-21)	Information Parent Workshop Parent Conference	Yes	Peach Staff				30 people (4114)	City-Wide Parent Partnership Meeting Advisory Committee	Yes
May 1977	2 (5/19) 4 (5/20) 2 (5/24)	Parent Conferences " "	No No No	PEACH Staff	1 Agency person (5/9) 1 Agency (5/27)	Planning Workshop Not Noted	Yes	35 people (5/4) 35 PEACH Staff (5/17) Staffing	Task Force Meeting Staff Mtg. 2) MDT mtg.	Yes Yes None
June	75 (6/3) 3 (6/6) 3 (6/7) 5 (6/17) 5 (6/22)	Parent Conf. not noted Assessments " Parent Placement	Yes No No	PEACH staff				7 people (5/18) 20 (5/31) 38 (6/20)	staff mtg. " "	None

Though a card catalogue filing cabinet was in the Resource Center, none of the materials had been catalogued.

As of March 1, 1977, the Coordinator had organized her own system of cards. Each card had the name of the book, and sometimes, the last name of the author, the number of items and the number of copies of that book. Cards were stacked and separated by rubber bands according to instructional materials for parents and professional personnel, equipment, tests, and childrens books.

The Speech and Hearing unit had accumulated its own library resources and had developed its own system for disseminating information to parents of handicapped children.

In interviewing the coordinator of the resource room, it was found that no system had been developed to disseminate resources available through the resource center.

The brochure described in the proposal (p. 104) that would identify resource books and materials available through the resource room was never published.

Question 7 - How many requests were made for service from the Resource Center, by whom and for what purpose?

Though the Coordinator reported that there had been some requests for service from the resource center, no records were maintained by the coordinator or by any other staff member indicating when such requests were made, by whom, and for what purpose.

Question 8 - How many related agencies and projects working in cooperation with Project PEACH used the resource information collected at the Resource Center?

As noted above, no system of dissemination had been developed, and no records were maintained to indicate whether any agency had made any use of the resource information accumulated at the Center.

Question 9 - How often did the Resource Room Advisory Committee meet?

The PEACH Advisory Committee, composed of representatives from many fields of Special Education, and representing various agencies, was found to assist the Coordinator in implementing the proposal's goals for the Resource Room.

As reported by the Coordinator in her monthly logs, the Advisory Committee's first meeting was held on February 23, 1977, six months after the coordinator had been on board. A second meeting was held on March 29, 1977. A copy of the minutes of this meeting is found in Appendix L.4.

Careful reading of the minutes indicates that PEACH personnel were involved in the Advisory Committee and were expected to take a leadership role in making the Resource Room function as specified in the proposal. A third meeting was held on April 26, 1977.

b. Staff Development

Question 10 - What system of dissemination of information to project personnel (staff development programs) were developed, what areas of training were stressed, who did the training, and which personnel received such training?

Appendices M.1 and M.2, summarize the staff development sessions held for PEACH staff and for the Speech and Hearing unit respectively. The Speech and Hearing unit generally devoted two afternoons per month throughout the year as a separate preschool unit and one afternoon per month as part of the overall Speech and Hearing Division.

The PEACH personnel concentrated on gearing up the new staff in how to conduct evaluations, how to prepare IEP's, and how to be effective as part of the MDT process. More intensive week long sessions were conducted at the beginning of the year to orient the new staff and train them to function according to the project's intended model. Further staff development meetings were held to deal with problems that project administrators faced during this developmental year.

c. Talks to the Public and Community

Question 11 - What training and speaking programs were initiated for parents, agency representatives, and community people?

Another approach to disseminating inforaation under EHA-B was to conduct training and speaking programs for parents, agency representatives, community people, and parent groups throughout the Philadelphia region. Appendix M.3 summarized the extensiveness of such activities undertaken by the PEACH staff.

Such programs began in December 1976 and were in full swing in the months of March, April and May 1977.

d. Information to Parents of Preschool Handicapped Children

Question 12 - How was resource information disseminated to parents of preschool handicapped children?

The social service program specialist, the psychologist, and educational diagnostician, as well as the other members of the MDT imparted resource information to the parents during the parent placement meeting and during the parent placement session when the parent signed the assurance sheet of the IEP. In addition, one of the key functions of the social services program specialist in making a home visit was not only to obtain a historical file from the parent regarding the handicapped child, but to disseminate important resource information to the parent(s).

Thus, before children were admitted to the Family Service Program at the Harrity School, (described in Component 4) parents had to undergo an orientation session with the PEACH staff. During this session, parents were given key information to enable them to understand the rights of the family and child, the type of programs that the child would receive and receive responses and clarification from the PEACH staff.

The Alternative Hours Program (described in Component 4) also incorporated a sharing of information program that trained parents in how to work with and understand their handicapped youngster.

Thus at the first session, a school psychologist explained the meaning of "exceptionality" and discussed the different testing techniques used with young children. A pediatrician talked about drugs, diets, and different kinds of handicapping conditions. Other sessions featured a film and speaker on the legal rights of handicapped students, a financial planning consultant discussed long range planning for handicapped persons, and other speakers talked about dental care, medical services, physical therapy, and family planning (Appendix C.1).

As part of the therapy session, therapists in the Speech and Hearing centers worked with parents and provided them with necessary information on how to work with their children. Resource information was also disseminated to parents via the workshops conducted with parents throughout the year. These sessions are described in Appendices M.1, M.2 and M.3.

Question 13 - What resource directories were developed, and how were they used?

A master resource directory was developed in October 1976 on an alphabetical roll-A-dex file that contained the names, addresses and phone numbers of all local state and federal agencies to be contacted for referral purposes.

In addition, the name of the director or person to be contacted was listed on white 3" x 5" cards. Staff members name, address, home phones, social security number, and title were typed onto green 3" x 5" cards and integrated into this file. This file was used extensively by the staff.

The social service program specialist assigned to work in the West Philadelphia area developed a Resource Directory for West Philadelphia. The names, addresses, and phone numbers of all agencies found in the West Philadelphia area were listed, plus the name and title of the person to be contacted.

During the month of July 1977, the social service program specialists expanded this directory and assembled a city-wide directory of agencies and private schools. Basic data assembled by PARC were used as the basis for this directory. The PARC directory was expanded to include other areas besides agencies devoted primarily to mental retardation. Private schools and agencies that provided various educational programs for handicapped children 0-21 years of age were included. The type of school (i.e., private, public, community, Title I funded, parochial, non-parochial) the program it provided, the target population and the person to be contacted were included in this directory.

A copy of this directory entitled "Resource Directory of Agencies Providing Educational Services to Handicapped Persons in Philadelphia (Birth to 21)" is found in Appendix N.1.

The Program Manager of the Speech and Hearing unit in February 1977 published a resource directory entitled "Partial Listing of Special Programs Available Within the Division of Special Education for the Philadelphia School System". A copy of this directory is found in Appendix N.2. Staff members used this directory for referral purposes. Various forms developed to have the child referred to various programs were included in this directory.

The information manager prepared a Resource Directory using the BATES 411-card system. The cards, filed alphabetically, listed the names, addresses and phone numbers of every person/agency/newspaper that had been contacted for the public awareness campaign. Another file contained the names of every newspaper and publication in the Philadelphia area and their circulation figures.

Each social service program specialist was assigned the task of selecting those agencies and schools that were part of the geographical area to which they had been assigned to serve during the 1977-1978 school year, and to develop a geographical resource directory.

A library of resource directories that each of the TV and radio media had published was collected. These "guides" or directories usually listed such information as advertising costs, deadlines, editor names and phone numbers, trade and special interest publications, personnel directory, demographic information, age of audiences available at the various times of the days, and guidelines for obtaining free public service coverage. These guides were used extensively in planning the public awareness campaign.

At each of the five clinics in the Speech and Hearing component, a roll-a-dex (3" x 5" cards) system listed in alphabetic order the names, addresses and phone number of all preschool agencies and schools that were in the immediate geographic area covered by the clinic (Appendix N.4).

Attainment of Objectives for Component 6

1. To contact a wide variety of sources of information about developments in the field of preschool special education, existing services, and available materials to secure information and materials.

This objective was partially attained. Logs maintained by the Coordinator of the resource center and materials inspected did not indicate that a wide variety of sources had been contacted.

2. To secure relevant commercially prepared materials.

Materials had been ordered and secured for the resource center. However, many materials arrived towards the end of the year and were still unopened in their packing crates as of the summer of 1977. Thus, this subobjective must be considered as having been only partially attained.

3. To establish a resource center for the receipt, storage, and dissemination of information.

A resource center was established for the receipt, storage, and dissemination of information. Furthermore, a Coordinator was appointed on a full time basis to operate and maintain the Center. However, the Center was so rarely used as a resource center and had been converted into a testing area, meeting/conference site, and extension of the PEACH administrative office. Furthermore, the Coordinator was assigned duties that interfered with the maintenance and operation of a resource center. From the above facts, we must conclude that, this objective was not attained.

4. To establish a system for the dissemination of information to parents and project personnel, including information about resources available through the information center.

This objective was nearly fully attained. An extensive staff development program was fully implemented by both units of the project throughout the year. The programs stressed the advancement of skills, and methods and techniques to be developed by project personnel to provide better services to handicapped children and their parents.

An extensive public relations program that featured meetings with parents and various community groups throughout the year was also implemented. This program provided for a system of dissemination of information to parents and concerned community groups.

The various programs as the Alternative Hours Program, the Speech and Hearing unit, the Family Service Program, and the MDT process incorporated various systems for the dissemination of information to parents regarding services for preschool and school handicapped children and their families.

This objective was however not implemented in regard to establishing a system for disseminating information available through the resource-information center.

Service Component 7 - Goal

To gather, summarize and report information about EHA-B programs and services for management, accountability, and ongoing planning purposes.

Question 1 - What system was developed for recording, processing and reporting information for management, accountability, and planning purposes? How did it function?

A management information system was developed for Project PEACH to provide such information as would enable decision makers (i.e., administrators) to monitor project progess, and to make such adjustments as they might find necessary to implement the project successfully. The summative data would also enable project personnel to respond to requests for information made by local, state and federal agencies.

To implement this system, the following vehicles were developed:

- . Weekly Summary of Activities (Form 18-440)
- . Monthly Summary of Cases Processed for PEACH Project*
- . Looseleaf Log - internal system*
- . Speech and Hearing Clinic - Monthly Summary Sheet**
- . Monthly Referral Summary Sheet**
- . Preschool Speech and Hearing Service: Statistical Information**

A brief description of each of these vehicles follows:

(a) Weekly Summary of Activities (Form 18-440)

This form is a scannable form that was maintained by every staff member and was collected on a weekly basis. Respondents recorded the number of hours and minutes spent on up to 14 major activities that encompassed their role and function. In addition, other vital information might be recorded thereon, such as the number of home visits, the number of children evaluated, the number of reports written, the number of IEP's written, the number of parent placement conferences, and the number of due process hearings attended each day of the particular week. A copy of this form and the instructions for filling out the form are found in Appendix O.

A special computer program written by the Office of Research and Evaluation provided such basic statistical data for each of the 14 activities as the mean, variance, standard deviation, a frequency distribution, the median and interquartile range. A further analysis

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*Maintained by staff in the PEACH unit
**Maintained by staff in the Speech and Hearing unit.

yielded percentages of the average day spent on each activity. One space was set aside for the employee to report the amount of time spent on activities outside of the basic job description. Data were analyzed and reviewed by the evaluator with the program managers and with several of the staff members on a semi-annual basis. Based on summary data provided, the supervisor of the Speech and Hearing unit formulated plans for the 1977-1978 school year to increase the amount of time that therapists will actually spend providing therapy to children. A sample copy of the printout is found in Appendix P.

(b) Monthly Summary of Cases Processed for PEACH Project

Every professional (i.e., psychologists, social service program specialists, educational diagnosticians, physical therapists, etc.) submitted this form on a monthly basis. This form documented by the professional records, the child's name, and the dates that the professional participated in/completed/performed any of the following sample categories: Tested/evaluated/visited home; wrote report; participated in MDT; parent placement conference; IEP written: IEP assurance page signed; provided treatment/therapy-instruction; and activities related to revised IEP and due process hearings. With this form it is possible to determine whether the 30 day requirement of providing an IEP from date of verification of handicap has been fulfilled. It established the basis for a "tickler" file.

This form enabled the evaluator to verify the information provided on the Weekly Summary of Activities Form. With these two basic forms, a management system was developed that enabled the project director and program manager to have an up to date picture of program progress and make necessary changes where and if indicated. A copy of the Monthly Summary of Cases Processed Form is found in Appendix J.1.

This form was summarized by the evaluator periodically to determine the actual number of cases being processed for each professional, and summary data was fed back to project administration.

(c) Looseleaf Log

An internal system was developed for the PEACH unit professionals so that they could have basic information regarding children they were servicing. Each professional maintained an alphabetically arranged looseleaf binder of cases they were handling. In this book, they recorded necessary demographic information, plus information that was recorded on the McBee Key System and "Monthly Summary of Cases Process" form. Thus, those professionals assigned to the field and who did not have access to the McBee cards would have available the basic information necessary to process the cases they had been assigned. They also recorded in this book the names of the other professionals that provided evaluations assessments and who participated in MDT meetings for each child. Though this looseleaf tracking system was to be maintained by all the psychologists, educational diagnosticians and social service program specialists, only three social service program specialists actually followed through with this internal system. It is, therefore, impossible to assess the effectivenss of this system.

(d) Speech and Hearing Clinic - Monthly Symmary Sheet

Each clinician at each of the five clinics maintained this form and submitted it on a monthly basis. The Therapist recorded the total

total number of children tested, the number of children serviced given therapy, the number of parents counseled, the number of staff development sessions that she had attended, the number of IEP reports completed and updated, the number of pupil vacancies and the number of children on the clinic waiting list.

This data was summarized periodically and enabled the Supervisor and Program Manager in charge of the clinics to obtain an ongoing progress report for each clinician. By being kept abreast of the number of vacancies available at each clinic, the Program Manager was able to refer parents waiting on a list at one center to receive immediate service at another center that had a vacancy. It enabled the two administrators to oversee the program so that they could assure that each clinician was operating with a maximum load and at peak efficiency. A copy of this form is found in Appendix J.2.

(e) Speech and Hearing Clinic - Monthly Referral Summary

This form was maintained by the secretary of the Speech and Hearing clinic and submitted to the evaluator on a monthly basis. The basic information recorded included the number of referrals received per month, the method of referral (i.e., the number that came from Get Set, nursery schools, Head Start, physicians, parents and friends) the number of referrals made within the Division of Special Education, the age and sex of the referrals, and the number of referral placements (i.e., the number referred/placed in private agencies, special class, institutional, Family Service Center of the PEACH Project, home instruction, Speech and Hearing clinic and hospitals).

The data thus summarized, gave the administrator an ongoing summary and progress report that was used to report findings for requests for information from local, state and federal agencies. A copy of this form is found in Appendix J.3.

(f) Preschool Speech and Hearing Service: Statiscial Information

This form, adopted from a form for information requested by the state, was maintained by each therapist at each of the five clinics. It was submitted twice a year, on January 31, 1977 and on June 30, 1977. The clinicians summarized the number of children evaluated, the number of children seen for therapy (by age and physical handicap), and the ethnic background and sex of the children (by physical handicap). A copy of this form is found in Appendix J.4.

This form was used by project administrators to provide needed information requested by local, state and federal agencies.

Question 2 - What staff was hired to maintain a management system for budgetary and fiscal purposes? How did such staff function?

In order to maintain accurate budgetary records and facilitate implementation of various components of the proposal, a Financial Management Trainee was hired in December 1976.

The trainee maintained the Weekly Summary of Activities form on a weekly basis (discussed under Component 7 - Question 1 above).

The 14 major areas of responsibility for the trainee are found in Appendix 0.14. The trainee organized the books, kept accurate and current records of all expenditures, facilitated the hiring of personnel, the ordering, purchasing and approval for payment for various supplies, material and equipment delivered, and monitored the budget for the projects various components.

The trainee provided ongoing feedback to the project director in terms of budgetary limitations and was therefore an important component of the overall management/accountability system developed for the project. The percent of time and number of minutes devoted to each activity was analyzed and is summarized in Appendix Q.14.

Question 3 How many cases did the psychologists, educational diagnosticians, and social service program specialists process/evaluate on a per week basis? How do these figures compare to the projected figures?

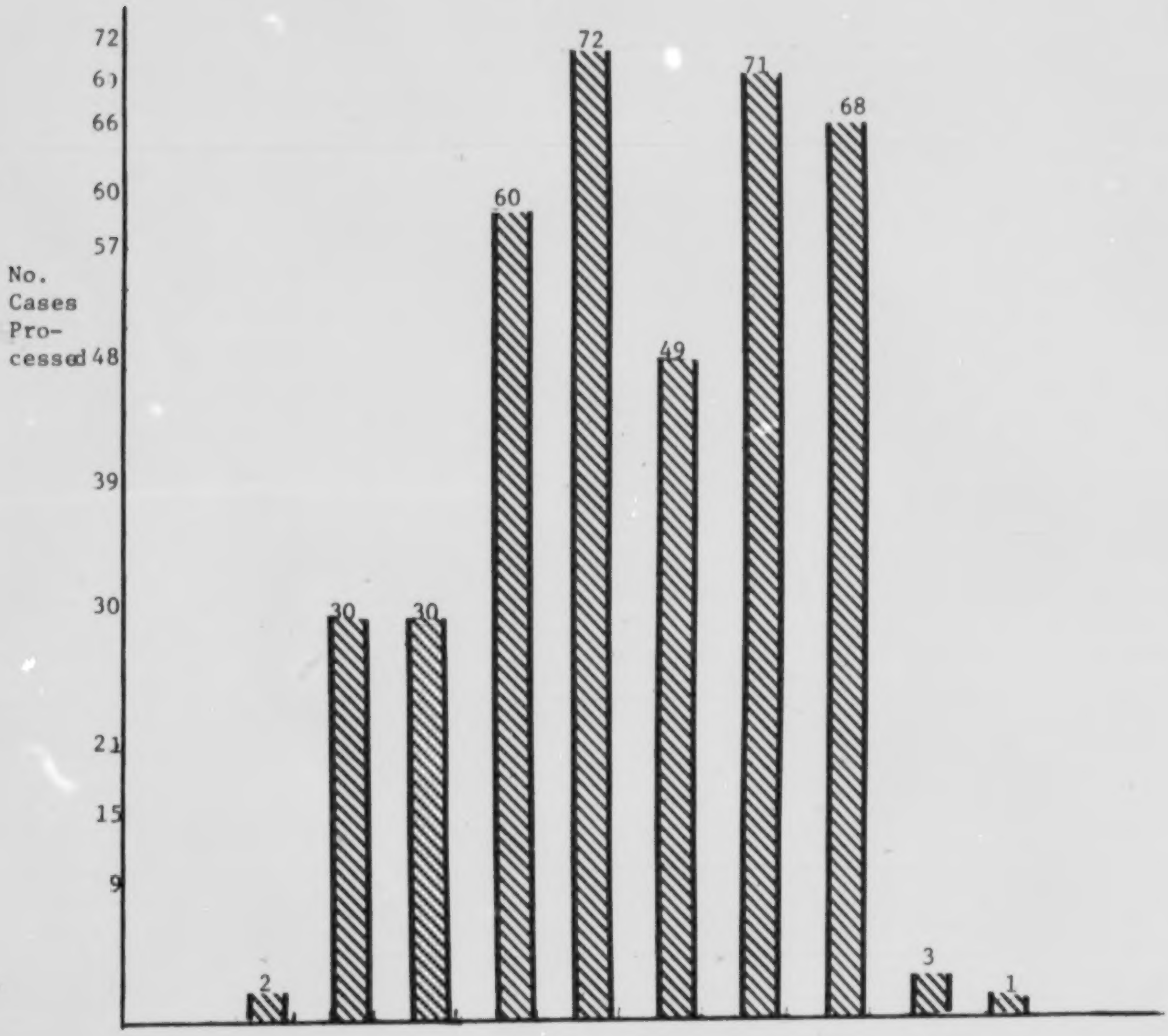
In a memorandum dated October 8, 1976 (Appendix S), the project director established the standard of a total of 24 cases per week for the five social service program specialists, an average of 4.8 cases per week per social service program specialist. For the 2 psychologists that were to be employed, a total of 20 cases per week or 10 cases per psychologist was established. Similarly, the 5 educational diagnosticians were each expected to process 10 cases per week, or, a total of 50 cases. In a memorandum dated April 11, 1977 (Appendix R), the project director increased the standard so that "... each psychologist, educational diagnostician, and social worker (social service program specialist) will be required to test and complete all reports on no less than 12 youngsters each week."

The above standards were not met by project staff. The average psychologists evaluated 3.2 children per week, the educational diagnostician 1.2 children per week, and the social service program specialist processed 2.1 cases per week (Tables 33, 34 and 35).

There was a difference in productivity levels of the professionals as the school year progressed. The total number of cases processed for each professional group (e.g., social service program specialist, psychologist,

TABLE 33

PEACH PROJECT: Number Cases Processed by Social Service Program Specialists from September 1976 - July 1977: 395 Cases

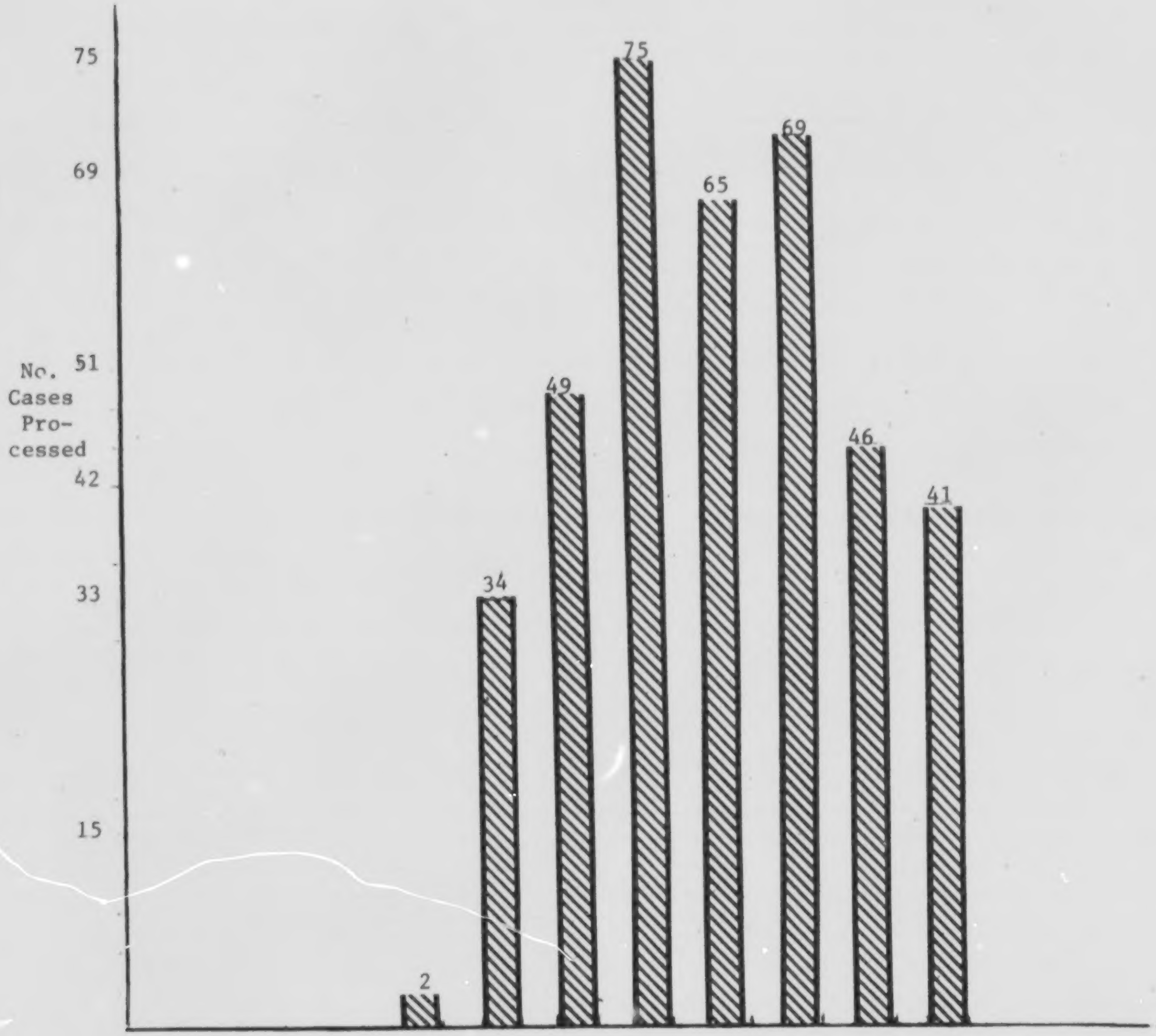


	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July-August
No. Professionals on Board:	0	3	4	5	5	5	5	5	5	5	3
Average Per week per professional:		0.2	1.9	2.0	3.0	3.6	2.5	3.6	3.4	0.2	0.1

Average per week: 2.1
Average: Sept. 1976-Jan. 1977: 1.8 Feb. 1977-June 1977: 2.7

TABLE 34

PEACH PROJECT: Number Cases Evaluated by Psychologists from September 1976-July 1977: 379 Cases



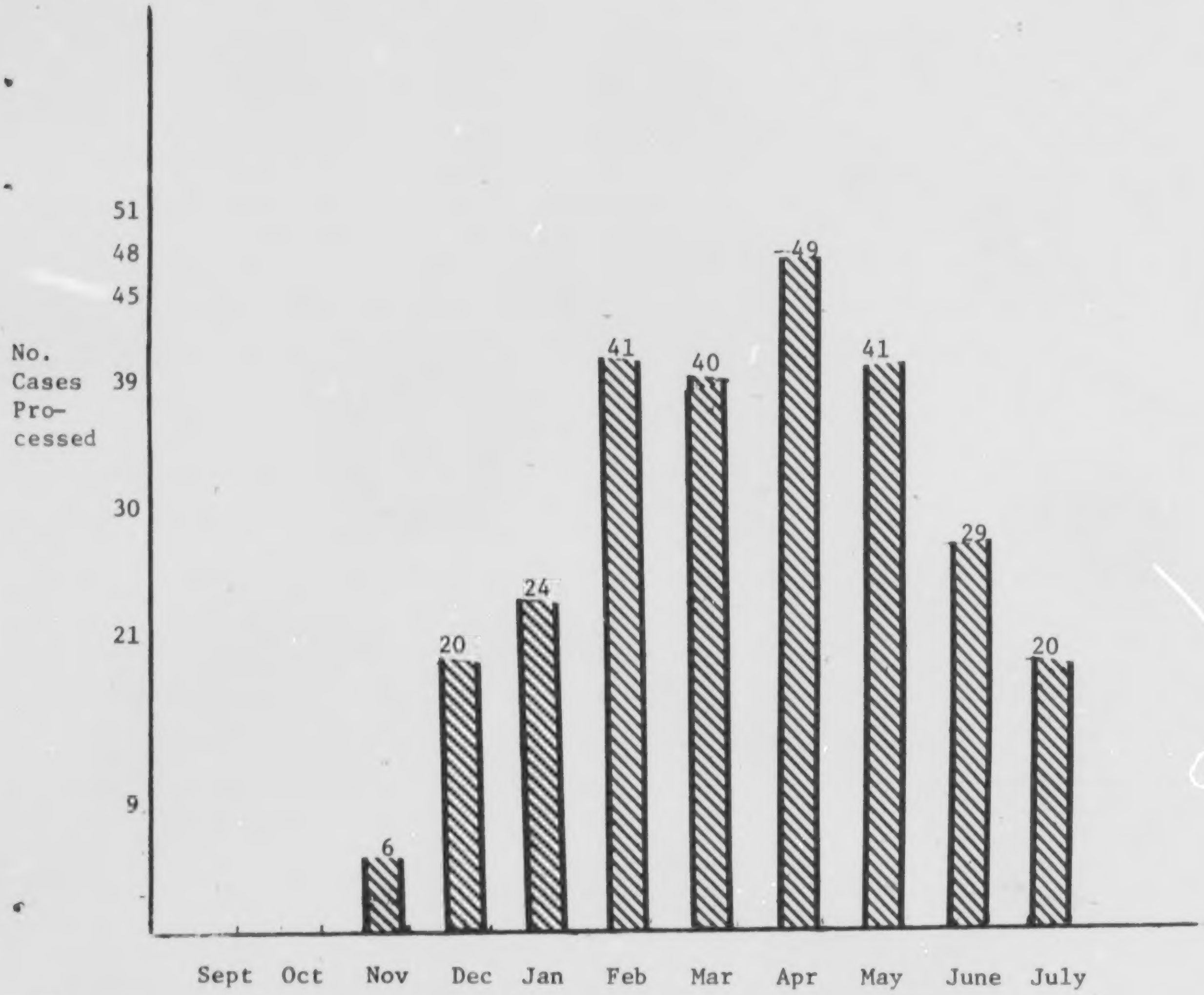
	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July
No. Professionals:	0	0	0	2	2	4	4	4	5	5	3
Average per Week per professional				0.5	4.3	3.1	4.7	4.1	3.5	2.3	3.4

Average per week: 3.2

Average per week: Dec. 1976-Jan. 1977: 2.4   Feb. 1977-July 1977: 3.5

TABLE 35

PEACH PROJECT: Number Cases Evaluated by Educational Diagnosticians from September 1976-July 1977: 270 Cases



	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July
No. Professionals:	3	4	5	5	5	5	5	5	6	6	4
Average per week per professional per month:	0	0	0.3	1.0	1.2	2.1	2.0	2.5	1.7	1.2	1.3

Average per week: 1.2

Average per week: Sept. 1976-Jan. 1977: 0.5 Feb. 1977-July 1977: 1.8

educational diagnostician) improved significantly in the second half of the year, peaked during the months between February 1977 through May 1977, and then declined sharply in June, July and August 1977. From month to month throughout the year, there was great variation in the total number of cases being processed/evaluated and the average number of cases being handled per professional per week. For example, during the months of February through April 1977, the average educational diagnostician evaluated from 2.0 to 2.5 children per week compared to 1.2 to 1.7 cases in the months of May through July 1977.

There were also significant variations in the number of cases that had been processed/evaluated by individual professionals (Table 36). For example, among the social service program specialists, the variations ranged from 1.6 cases to 3.5 cases per week. The total number of cases processed throughout the year ranged from 51 to 96 cases per social service program specialist. Similarly, among the educational diagnosticians, the variations ranged from 0.7 cases to 2.2 cases evaluated each week. The total number of cases evaluated throughout the year ranged from 21 to 81 cases per educational diagnostician.

Such variation in productivity in regard to the number of cases evaluated by educational diagnostician was reflected in the total number of IEP's written. For the first 5 months, a total of one IEP had been written by the educational diagnosticians (Table 38 and 18). By the end of April 1977, the 5 educational diagnosticians had evaluated a total of 180 children, but only 70 IEP's had been written. To help remedy this situation, two additional educational diagnosticians were engaged for the months of May and June 1977 primarily to write IEP's. During these two months, 120 IEP's were written by the 7 educational diagnosticians. (However, an additional 70 children were evaluated, adding to backlog of IEP's that had to be written). For the 12 month period, from September 1976 - August 1977, a total of 270 children had been evaluated, but only 214 IEP's had been written for these children.

TABLE 35

PEACH Study: Cost per Fulltime Professional per Case Evaluated

POSITION	Sept. 1, 1976 - Feb. 7, 1977				Feb. 7, 1977 - July 30, 1977		Total Year			
	Number Weeks Worked	Number of Cases Processed		Cost Per Case	Number of Cases Processed[2]		Number of Weeks Worked	No. of Cases Processed		Yearly Cost Per Case
		Total	Average Per Week		Total	Average Per Week		Total	Average Per Week	
Social Worker A	15	40	2.7	$96.79	19	0.8	38	59	1.6	$166.24
Social Worker B	13	39	3.0	119.84	11[1]	0.5	36	51	1.4	253.80
Social Worker C	15	34	2.3	110.35	54	2.3	38	88	2.3	108.00
Social Worker D	15	31	2.1	122.90	65	2.8	38	96	2.5	100.54
Social Worker E	15	14	0.9	364.46	81	3.5	38	95	2.5	150.38
Educational Diagnostician A	19	25	1.3	322.39	62	2.7	42	81	1.9	218.96
Educational Diagnostician B	19	19	1.0	357.38	14[3]	0.6	42	33	0.8	454.86
Educational Diagnostician C	13	12	0.9	430.76	9	0.4	36	21	0.6	681.64
Educational Diagnostician D	15	12	0.8	569.32	46	2.0	39	58	1.5	298.40
Educational Diagnostician E	19	11	0.6	383.80	41	1.8	42	57	1.4	282.80
Psychologist A	7	24	3.4	206.67	91	4.0	30	115	3.8	184.85
Psychologist B	9	24	2.7	265.72	56	2.4	32	80	2.5	283.44
Psychologist C					23	3.2	23	73	3.2	223.26
Psychologist D					22	2.6	22	58	2.6	224.33

---

[1] Social Worker reassigned to different job.

[2] 2nd half of year based on 23 weeks - Feb. 7, 1977 - July 30, 1977

[3] Educational Diagnostician ill for extended period of time - based on 14 weeks.

TABLE 37

PEACH PROJECT: Number IEP's Written by Educational Diagnosticians from September 1976 - August 1977

Educational Diagnostician	Number of IEP's Written												Total
	1976				1977								
	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug	
A	0	0	0	0	0	2	5	-	13	2			22
B	0	0	0	0	0	0	8	0	0	3			11
C	0	0	0	0	1	7	3	0	11	1			23
D	[illegible]	0	0	0	0	2	16	3	13	14	3	1	52
E			0	0	0	5	13	5	6	18	6	2	55
F (per diem)									13	11			24
G (per diem)									8	7			15
H (per diem)											12		12
Total	0	0	0	0	1	16	45	8	64	56	21	3	214
% of Total					.004	7.5	21	3.7	30	26.2	9.8	1.4	99.9
Number of Professionals on Board	3	4	5	5	5	5	5	5	7	7	3	2	
Average per week per professional per month	0	0	0	0	0.05	0.8	2.3	0.4	2.3	2.0	1.8	0.4	
Average per week per professional per month from Feb. 1977 - July 1977													1.4

There was significant variation from month to month in the total number of IEP's that had been written by individual educational diagnosticians. The total number of IEP's written throughout the year ranged from 11 IEP's to 55 IEP's per educational diagnostician. The average number of IEP's written per week per professional from February 1977 through July 1977 was 1.4 IEP's. (Table 37) Data concerning the actual number of cases processed was shared with project personnel to assist them in setting up realistic goals and standards, and to aid them in monitoring their implementation. The data did indicate that all professionals were processing significantly less than the 10-12 cases per professional that had been projected and expected by project administrators. Since established standards were not being met and there were such great variations in the number of cases processed/evaluated among professionals, project administrators should provide tighter control over project staff. Monitoring the staff's weekly and monthly "productivity levels" could eliminate such great variation.

Question 4 - What was the impact of productivity (i.e., number of cases processed by professionals) on the unit cost of providing services?

The evaluator carried out a cost analysis study, based on the budgetary information supplied by the Financial Management Trainee. By dividing the actual salary (and benefits) of each professional into the number of cases processed it was possible to determine a basic cost figure per case per professional. It should be noted that these figures do not include such fixed costs as overhead, operating (i.e., supplies and equipment), consulting, and administrative costs. The cost per fulltime professional per case evaluated is found in Table 36.

Since no data is available to the evaluator to indicate costs that would be reasonable for services provided, this information is presented as base data, and for feedback and guidance purposes.

The data reveals a wide spread in the number of each professional handled (as discussed under question 3 above) and as a result, there was significant variation in per case costs within each professional category. For example, while the average cost per case for the 5 social service program specialists was $155.79, the range was between $100.00 and $254 per case. Among the educational diagnosticians the range was even greater. The average cost per case for the 5 educational was $387.53 per case. The range was between $219 and $682 per case. For the four psychologists, the average cost per case was $229.10, and the range was between $185 and $283 per case.

It would seem worthwhile for project administrators to attempt to investigate the causes for such wide cost ranges, with the aim of increasing overall efficiency. The importance of such an effort is apparent when it is realized that the costs are addative The average child who was screened by a social service program specialist, and evaluated and verified as handicapped by a psychologist and educational diagnostician involved an average total cost of $782.52. The theoretical range of total cost per case (i.e., at minimum and maximum efficiency) was between $504 and $1,219 per case.

In analyzing the total expenditures for the project, it was found that nearly 25% ($247,348) of the total budget was spent on locating, screening and verifying a child's handicap (Component 2) and 16%($163,637) was spent on IEP process (Component 3). Thus, at least 41% of the budget was allocated for professionals to screen, evaluate and verify children for handicapping conditions. (Table 38). (By contrast approximately 31.5% was spent on actually providing programs and services to children for whom appropriate placement in outside agencies was not available.)

It would seem, therefore, that any increased efficiencies which could be achieved in this area would be of great potential benefit to the program.

TABLE 38

Total Costs and Percent of Budget Allocated to the Seven Components of the PEACH Project 1976-1977

KEY COSTS	COMPONENTS														Total	Precent Of Total
	1 Awareness Campaign		2 Location and Verification		3 IEP		4 Programs and Services		5 Child Tracking		6 Resources		7 Management/ Accountability			
	Allocation	%	Allocation	%	Allocation	%	Allocation	%	Allocation	%		%	Allocation	%		
Personnel	$25,233	2.5	$ 237,385	23.7	$154,173	15.4	$272,663	27.3	$6,300	0.6	$23,843	2.4	$77,907	7.8	$797,504	79.8
Other Costs	$74,721	7.5	$ 9,963	1.0	$ 9,464	0.9	$ 42,246	4.2	$1,000	0.1	$45,777	4.6	$19,325	1.9	$202,496	20.2
Total	$99,954	10.0	$ 247,348	24.7	$163,637	16.3	$314,909	31.5	$7,300	0.7	$69,620	0.7	$97,232	9.7	$1,000,000	100

Question 5 - What planning purposes were served by the implemented management accountability plan (7.2.A.3)?

The following planning purposes were served through implementation of the management plan just described:

I Needs

a. Determined need for budget revision/allocation of funds

b. Determined need for new/increased project staff positions as well as reallocation of personnel resources

c. Determined need for revisions in program content (ex. role definitions, time allocations for providing therapy, curricular resources)

d. Determined need for either additional or cutting back of consultative services

II Evaluation

e. Determined the degree to which various component's objectives are being met

f. Determined effectiveness of tracking system

g. Determined performance of each role group related to elements of respective job descriptions ("specs")

h. Determined average time elapsed from initial contact to evaluation to final placement

i. Determined relative performance of various units of project

j. Determined which information dissemination strategies, as part of the public awareness campaign, were most productive.

Question 6 - What aspects of management, accountability, and planning services were planned jointly with public and private pre-school agencies and school districts in the intermediate unit (7.2.D.1)?

Two activities in this area were projected in the proposal:

a. Establishment of an advisory team, composed of directors of agencies and pre-school programs within the school district that would meet at a regular basis.

b. Solicitation of participation from preschool agencies and other school district personnel to aid in the evaluation of the program implementation

The Project Director reported ahat she met with various representatives of preschool agencies to assure the best possible planning and placement for the preschool handicapped population. No further information about this matter was available.

Question 7 - What activities formulated in the proposal (sections 7.2C.2 and 7.2C.3) for accountability purposes were implemented?

The following proposed accountability activities were implemented by project personnel:

a. Preschool teachers in consultation with the educational diagnostician, reviewed each child's progress within the IEP framework.

b. The information specialist monitored and assisted in the implementation of the tracking system.

c. Multidisciplinary teams met regularly (after establishment in January 1977) to evaluate referrals and to address issues/problems relevant to meeting children's needs.

d. The information specialist submitted activity reports and maintained up to date records to document the full implementation of the public awareness campaign.

e. Periodic reports were compiled by staff members to determine the need for new instructional/non-instructional materials.

f. A working relationship with staff/administration of several existing agencies was established.

g. Job descriptions for staff were written.

h. A workshop-staff development form intended to get feedback from participants was developed.

i. A management/accountability system for the entire staff was developed and implemented.

j. Data from the child tracking system for record keeping purposes were summarized and used for evaluation reports for the local and state requirements.

The following proposed accountability activities were not implemented:

a. Parent evaluation of Project PEACH services.

b. Service program specialists encouraging and evaluating parents' reinforcement of IEP in the home (parent accountability).

c. Establishing an advisory team membership of advisory team/consultant to be supplemented to meet emerging needs.

d. Revising IEP's by educational diagnostician in consultation with other members of the MDT.

e. Assessing and reporting the degree to which each IEP was being implemented and determining possible needs for revision.

f. Determining adequacy of program placement based on recommendation of MDT.

g. Parents' meetings to define program needs.

h. Developing necessary forms/surveys intended to get feedback from parents, cooperating agencies, and project staff members.

i. Interviewing by the evaluator of a sample of parents to determine their perceptions of program implementation and program services.

j. Administering, on a periodic basis, written surveys to staff to evaluate program strengths and weaknesses - no survey was developed.

k. Developing a MDT self-evaluation - no evaluation was held.

1. Recording all staff development sessions (video and audio) and establishing a library of cassette tapes in order to provide information as needed.

Question 8 - How did groups of professional personnel (i.e. psychologists, educational diagnosticians, social therapists) allocate their time on an average day during an average week throughout the year?

Each staff member submitted the Weekly Summary of Activities form that was discussed under question 1. Appendices Q.1-14 summarizes this information in terms of minutes and percent of total time spent per day per average week for psychologists, social service program specialists, teachers of speech, hearing and correction, educational diagnosticians, program managers for the two components of the project, family service teachers, family service teacher aides, information specialist, educational specialist, coordinator of the parent partnership center, physical therapist and financial management trainee. For each position, a statistical summary plus highlights and discussion of the statistical results have been appended.

Table 39 summarizes the time staff reported performing non-job description activities, as directed. The proportion of time spent on these activities varied from 0-42%. Further study would seem to be warranted to determine any impact of these activities on individual productivity.

Attainment of Objectives for Service Component 7

1. To develop a plan for program implementation.

   This objective was fully implemented. A plan for program implementation for each component was developed.

2. To develop and operationalize a program implementation monitoring system to:

TABLE 39

Time Staff Reported Performing Activities Not Related to Their Job Decription (as Directed by Project Administrators)

Staff	Number of Staff Reporting	Percent of Time Per Day	Number of Minutes Per Day
Psychologist	5	3%	9
Social Service Program Specialist	5	10%	35
Educational Diagnostician	5	18%	59
Family Service Teacher	4	9%	41
Family Service Aide	3	29%	114
Educational Specialist (Acting)	1	15%	55
Coordinator Parent Partnership Center	1	42%	172
Financial Management Trainee	1	1%	3
Physical Therapist	1	0.6%	2
Teacher of Speech Hearing and Correction	13	3%	10
Teacher of Hearing Impaired	1	0	0
Information Specialist	1	9%	33
Program Manager for PEACH	1	3%	15
Program Manager for Speech, Hearing Unit	1	0	0

a. keep account of all necessary program activities

b. determine the accomplishment of each

c. identify problem areas which will require additional administrative effort

d. facilitate the coordination of the various program components

This objective was partially achieved. Project personnel met frequently to identify problem areas which required additional administrative effort (2C) and attempted to facilitate the coordination of the various program components (2d). The adoption of a manual child tracking system led to large gaps in keeping account of all necessary program activities (2a) and determining the accomplishment of each component (2b).

3. To develop a system of accountability to assure maximum efficiency in the utilization of all personnel.

This objective was fully attained. A management information system was developed that provided the project administrators with such information as would enable them to monitor the utilization of all personnel.

Summary and Discussion

The overall PEACH staff became fully operational and began to provide complete direct services to handicapped children during the second half of the school year. Direct services to handicapped children were provided by the Speech and Hearing subunit according to proposal intent, offered a full year of service during 1976-1977. (The exception to this was the itinerant teacher of Hearing Impaired who was ill for the first half of the year). It must be kept in mind that this service had been operational for four years.

The PEACH project was able to implement fully six of the seven major proposal goals of the project by February 1977. By component, the following were the key findings:

Component 1 - (Public awareness) The child-find public awareness campaign was highly successful in obtaining extensive coverage via various media that included radio, TV, and newspapers throughout the community. Such coverage included approximately 1300 radio spot announcements on 17 stations, a total of 92 public service announcements, commercial announcements and live interviews on 7 TV channels, and a total of 51 press releases, news features and news articles in 21 newspapers (with a combined circulation of two million readers). Project personnel also made a total of 1300 contacts with hospitals, doctors, specialized agencies, day care centers, parent groups and local education agencies. Nearly half of the 900 inquiries that were thus generated resulted in children being placed on the "active-file". The other half resulted in referrals to the proper school or agencies.

Component 2 - (Identification and diagnosis): The PEACH project screened 969 children (78% of the 1,250 anticipated), evaluated 738 children (82% of the 900 anticipated) and verified 234 children via the multidisciplinary procedure (29% of the 800 anticipated).

Component 3 - (Writing of Individualized Education Program (IEP): The PEACH staff wrote 475 IEP's (45% of the 1,050 anticipated).

Component 4 - (Instructional program and related services): The Preschool Speech and Hearing unit provided therapy to 208 children. Approximately 50 children were referred by PEACH personnel to outside agencies for placement. The family service facilities at two schools provided an instructional program in self-contained classrooms to 17 children. The diagnostic center at the Harrity school provided a program for 35 children. A home based program serviced 14 preschool handicapped children. Of the 42 children evaluated at the Alternative Hours Program 4 received a limited program of therapy.

Component 5 - (Child-tracking): The McBee Keysort system, was introduced to meet the needs for this component. Because of the volume of cases and data to be tracked, this manual system proved to be cumbersome, inadequate and inefficient for meeting federal, state and local reporting needs.

Component 6 - (Provide resource information to staff and community): The resource center, though staffed and funded, was not properly implemented and resulted in the center and staff being reassigned to serve other purposes. Extensive staff development programs and community-wide orientation programs were planned and implemented.

Component 7 - (Management and accountability): The management and accountability system consisted of periodic reporting systems that were regularly maintained. Though the PEACH unit personnel were each expected to process and evaluate a minumum of 10-12 children per week, such expectations were not met. The average educational diagnostician evaluated 1.2 children per week which averaged to $387.53 per case for the entire year; the psychologist evaluated 3.2 children per week at a cost of $229.10 per case; and the social service program specialist screened and processed 2.1 children per week at a cost of $155.29 per case.

Some of the major problems encountered by the project were:

1. Projected schedules of implementing various major activities in order to attain projected objectives were unrealistic, in that they did not allow sufficient planning time (e.g., implementing MDT's and family service facilities were to be instituted in September 1976, but were not operating until February 1977).
2. The resource center, though properly staffed, was utilized for testing of children, and this component was never fully implemented.
3. The abandonment of a computerized child tracking system that had been developed for the project during the 1975-1976 school year in favor of a manual system (McBee Keysort System) hampered the provision of reliable and valid information in an efficient manner for federal, state and local reports.
4. Alternative innovative programs (e.g., the Alternative Hours program) that were not part of the proposal and were hastily implemented as a reaction to crisis situations, sometimes resulted in inefficient utilization of staff.

5. No attempt was made to implement some of the projected subcomponents e.g., establishing a center for siblings of children receiving services; parent evaluation of Project PEACH services, or parents' meetings to define program needs; social service program specialists encouraging and evaluating parents' reinforcement of IEP in the home (parent accountability); developing a MDT self evaluation; assessing and reporting the degree to which each IEP is being implemented and determining possible needs for revision; administering written surveys to staff to evaluate program strengths and weaknesses; and monitoring agencies to ascertain the degree to which IEP's are being implemented.

6. School district administrative hiring practices caused delays that prevented the hiring of the two projected psychologists until December 1976 and January 1977. Thus, the MDT process, which is dependent on the psychologists role in evaluating and verifying handicapped children, was delayed until January 1977. Furthermore, other professional personnel, such as the social service program specialists and the educational diagnosticians, hired in September and October 1976, could not operate at maximum efficiency. Thus, by February 1, 1977, only one IEP had been written by the educational diagnosticians (though 158 children had already been screened by the social service program specialists). Similarly, though the home based program was to start in September 1976, a teacher was assigned to this program in May 1977.

7. Administrators did not initially plan for adequate staff. Only 2 psychologists were to evaluate the volume of cases that 5 social service program specialists screened and 5 educational diagnosticians evaluated. The heavy backlog of cases required the emergency hiring of

two additional psychologists in February 1977.

8. Professional personnel reported that they were assigned by project administrator to perform activities not related to their intended role and function. This may have prevented them from serving the required number of cases per week.

Recommendations

The following recommendations are offered for consideration based on information presented in this report:

1. Reestablish the abandoned computerized child-tracking system that had been developed for the project during the 1975-1976 school year -- or a similar computerized system. The 1977-1978 school year might serve as the transition year during which data on the manual McBee Keysort system can be keypunched and transferred to magnetic tape (or IBM cards).

2. Innovative programs that were not planned for in the proposal should be considered for inclusion in the following year's program. Thus, one avoids adopting new programs without proper planning, funding considerations and proper staff utilization.

3. The MDT process should be waived for those children who require only an evaluation or assessment from the Speech, Language and Hearing unit.

4. An efficient referral system should be developed so that PEACH staff would be able to make immediate referrals for service to the Speech and Hearing unit.

5. Test data and other reports found in a child's dossier should be transmitted between the PEACH units to avoid duplication of evaluations and assessments.

6. Project personnel should be monitored on a monthly or weekly basis so that they are meeting the stipulated minimum standard for the number of cases that are to be processed, evaluated or treated.

7. Monitor agencies to ascertain the degree IEP's, written by PEACH staff, are being implemented.

8. At the Family Service Centers, parents should be urged to receive instruction on a regular basis in how to carry out home activities designed to reinforce or complement the therapeutic program being provided.

9. There should be follow-up to ascertain the extent to which parents have accepted placement recommendations.

10. Implement those key subcomponents of the project that were not implemented during the 1976-1977 school year.

APPENDIX TO

PROJECT PEACH: A PRESCRIPTIVE EDUCATIONAL APPROACH FOR CHILDREN WITH HANDICAPS
E.S.E.A. - TITLE VI-B 1976 - 1977

Prepared By

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Research Associate

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Priority Operations Evaluation
Services

February 1978
Report #77154

Michael H. Kean
Executive Director

Office of Research and Evaluation
THE SCHOOL DISTRICT OF PHILADELPHIA

TM007 508

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Q Summaries of Weekly Summary of Activities (for Positions in Appendix O)
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APPENDIX A

SAMPLES OF PRESS RELEASES AND RADIO ANNOUNCEMENTS

A.1 Memo to All Traffic Managers by Deborah Stone

A.2 Sample Releases

A.3 Newspaper Articles

A.4 WKBS-TV and WTAF-TV for Spot Announcements

A.5 Sample School Flyer

THE SCHOOL DISTRICT OF PHILADELPHIA
BOARD OF EDUCATION

MICHAEL P. MARCASE
Superintendent of Schools

MARECHAL-NEIL E. YOUNG
Associate Superintendent
for Special Education

Psychological Services
Speech and Hearing
Special Classes
Emotionally Disturbed and Brain Injured
Home School

MEMO TO ALL TRAFFIC MANAGERS:

Enclosed are several spot announcements about Project PEACH, a new program for handicapped preschool children. This is the first time that comprehensive preschool services for children with special needs have been offered by the School District of Philadelphia. Public knowledge of this program is essential in achieving our goal of early care for all handicapped children.

Anything you can do to see that these messages reach your listeners through your public service program would be greatly appreciated.

Thank you for your cooperation.

Sincerely,

Deborah K. Stone

Deborah K. Stone
Information Manager

phone: 627-2368
enc.

Issued by:

School District of Philadelphia
Division of Special Education
Stevens Administrative Center
13th Street West of Spring Garden
Philadelphia, Pennsylvania 19123

For Immediate Release

:30 Generic

ARE YOU WONDERING IF YOUR CHILD IS DIFFERENT? DOES YOUR CHILD HAVE TROUBLE DOING THINGS THAT OTHER CHILDREN HIS AGE MANAGE EASILY? IS YOUR CHILD HAVING PROBLEMS WITH WALKING...PLAYING... TALKING...HEARING...? PROJECT PEACH CAN HELP, WITH FREE SERVICES THROUGH THE SCHOOL DISTRICT OF PHILADELPHIA. PEACH WILL TEST YOUR CHILD AND HELP YOU FIND THE SPECIAL PROGRAMS HE NEEDS. NOW IS THE TIME TO DO SOMETHING....BEFORE YOUR CHILD BEGINS SCHOOL. CALL PROJECT PEACH, 627-2380.

Appendix A.2

Issued by:

School District of Philadelphia
Division of Special Education
Stevens Administrative Center
13th Street West of Spring Garden
Philadelphia, Pennsylvania 19123

For Immediate Release

:30 Generic

THIS MAY BE THE MOST IMPORTANT MESSAGE EVER HEARD BY PARENTS OF PRESCHOOL AGE CHILDREN...A MESSAGE ABOUT PROJECT PEACH. PEACH... THAT'S THE NAME OF A FREE PRESCHOOL PROGRAM FOR CHILDREN WITH SPECIAL NEEDS, SPONSORED BY THE SCHOOL DISTRICT OF PHILADELPHIA... THE SPECIAL NEED MAY BE A PHYSICAL HANDICAP, AN EMOTIONAL PROBLEM... TROUBLE WITH SPEECH OR HEARING...OR MAYBE THE CHILD IS JUST SLOW TO LEARN. NOW IS THE TIME TO BEGIN TO SOLVE YOUR CHILD'S PROBLEMS, BEFORE HE OR SHE STARTS SCHOOL. CALL PROJECT PEACH. PEACH WILL TEST YOUR CHILD, AND HELP YOU FIND THE SPECIAL SERVICES HE NEEDS. IF YOU SUSPECT THAT YOUR CHILD MIGHT HAVE TROUBLE LEARNING--FOR ANY REASON--CALL 627-2180.

Issued by:

School District of Philadelphia
Division of Special Education
Stevens Administrative Center
13th Street West of Spring Garden
Philadelphia, Pennsylvania 19123

For Immediate Release

:60 Generic

ARE YOU WONDERING IF YOUR CHILD IS DIFFERENT? DOES YOUR CHILD HAVE TROUBLE DOING THINGS THAT OTHER CHILDREN HIS AGE MANAGE EASILY? IN SOME CASES, CHILDREN WHO ARE SLOW TO LEARN MAY HAVE A HANDICAPPING CONDITION. AND THE EARLIER YOU GET HELP, THE BETTER IT IS FOR YOUR CHILD AND YOUR FAMILY. WOULD YOU BELIEVE THAT A MAJOR PART OF A CHILD'S EDUCATION TAKES PLACE BEFORE HE'S THREE? AND THAT THE PERIOD FROM SIX MONTHS TO THREE YEARS IS A HIGHLY IMPORTANT LEARNING TIME IN ANYONE'S LIFE? WITH A PROGRAM OF TRAINING AND EDUCATION, THE CHILD OR INFANT WHO IS DEVELOPMENTALLY DELAYED WILL ACHIEVE MAXIMUM GROWTH AND SELF-SUFFICIENCY. WE UNDERSTAND THE STRESS PARENTS GO THROUGH WHEN THEIR CHILD IS NOT DEVELOPING AT THE SAME RATE AS OTHER CHILDREN. WE CAN HELP. THE SCHOOL DISTRICT OF PHILADELPHIA PROVIDES FREE SERVICES TO YOU AND YOUR CHILD. THE HANDICAPPING CONDITION IS NOT YOUR FAULT: HOWEVER, IT IS YOUR RESPONSIBILITY AS A CONCERNED PARENT TO SEE THAT YOUR CHILD GETS THE SPECIAL ATTENTION THAT HE NEEDS. CALL PROJECT PEACH. 627-2380

Appendix A.3

4 E The Evening Bulletin Tuesday, December 28, 1976

'Hopeless' Children Gain Under Special Programs

Thursday's child has far to go, the nursery rhyme says. Today in this, the third of a five part series, The Bulletin looks at how far Thursday's child has come under Pennsylvania law and how far she has to go with the help of a new federal law which guarantees all handicapped children the right to education.

By CAROLE RICH
Of The Bulletin Staff

Who will speak for Vanessa?

She cannot speak for herself.

Her tiny, twisted, paralyzed body belies her age of 14.

Vanessa came into this world as a healthy, normal child until spinal meningitis crippled her body and her mind when she was 10 months.

She has spent almost all her life lying silent and immobile in a crib at the Stukes Home for Exceptional Children in West Philadelphia, a mini-insitution for 36 severely handicapped children.

Can anyone make Vanessa smile? No one comes to try

Not even a teacher. Yet Pennsylvania school law says children like Vanessa must receive at least one hour of homebound instruction a day. Four years ago the Philadelphia School District began to take most of these severely retarded and physically handicapped disabled children into the public schools.

That 's when the state signed a federal court-approved agreement with the Pennsylvania Association for Retarded Children to guarantee all mentally retarded children an education, no matter how severe their disabilities .

Thursday's Child

Cannot Be Moved

A few children like Vanessa were too fragile to be moved. Three of these children at the institution run by Jean Scarbrough and her mother, Mary Stukes, at 935 N. 42d st., are home bound. The school district has 60 teachers serving 1,350 homebound pupils.

But Vanessa was overlooked.

A new federal law, the Education for All Handicapped Children Act of 1975 (P.L. 94-142), requires school districts to find "surrogate parents" to protect the educational rights of handicapped children whose parents are dead or otherwise unavailable to supervise their education.

The Philadelphia School District has already identified 600 children in need of surrogate parents and the four suburban intermediate units (the county school agencies which handle special programs) have begun the same process. The districts are now seeking volunteers to check on the children's education periodically to ensure that they are getting the services they need.

Under federal law, every school district must also write out an individual program of instruction for each handicapped child — a program that specifies what type of handicap the child has and the type of services he needs.

Deadline for Compliance

The states have until 1978 to comply with the law for all handicapped children aged 3 to 18 and until 1980 to provide the services for those to age 21. If the schools do not comply by those dates, their states won't receive any of the $1.2 billion in federal funds pledged under the law.

Vanessa and many of the other children at the Stukes home have parents, but they rarely come to visit, Mrs. Scarbrough said.

"I guess it brings back too many painful memories," she added.

Almost all the children at the Stukes home would need surrogate parents to protect their education rights, Mrs. Scarbrough said.

"The only thing I know about the right to education is to send them to the public schools," Mrs. Scarbrough said.

The children can't complain. Twenty of the 36 children at Stukes home can't talk. Fewer than half of them can walk.

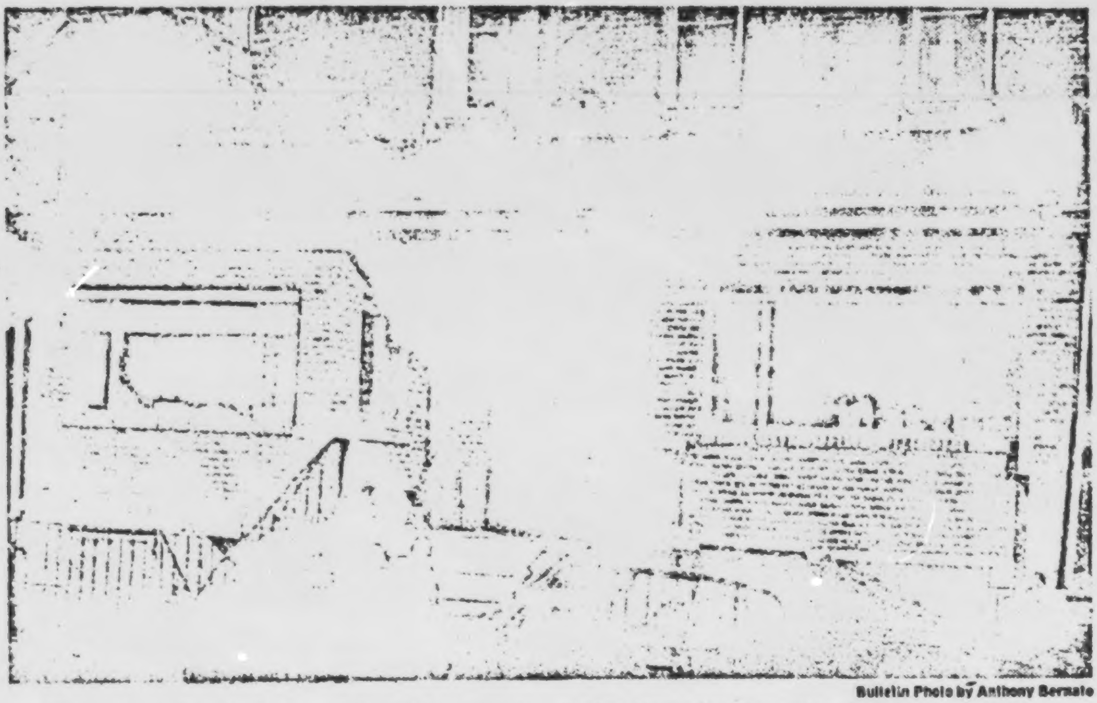
Before the school district began to educate them, these children spent most of their lives in their cribs.

Little can be done now for Vanessa. But much can be accomplished for such children if they receive the correct educational and medical attention when they are very young, says June Brown, assistant director of special education for the Philadelphia School District.

Early Identification

As a result, the Philadelphia School District and the state Education Department operate programs to identify children with handicaps at an early age and provide them with proper treatment.

The school district's program, called Project Peach (Prescriptive



Bulletin Photo by Anthony Bernato

Youngsters (in window) watch child return to Stukes Home for Exceptional Children on 42d st.

Education Approach for Children with Handicaps) refers parents to agencies where their children may be diagnosed and treated.

Next month the district will begin a family service program at the Jackson school, 12th and Federal sts. in South Philadelphia, to teach parents how to help their pre-school handicapped children. The district currently serves another 1,200 preschool children in special education programs.

"I've known youngsters who couldn't walk at five years old and were walking within six months after receiving the proper educational training and therapy," Dr. Brown said. Kenny's mother probably didn't have much hope for her cerebral palsied baby when she abandoned him shortly after he was born. But someone who found Kenny in a trash can must have thought he was worth saving.

Kenny, now 13 is learning to talk as a result of the education he is receiving in the Philadelphia public schools. And there is hope that, after an operation, he will soon walk, Mrs. Scarbrough said.

Little Was Done

Kenny, like many of the other children aged 2 to 18, has spent most of his life at the Stukes home, a three-story brick building surrounded by abondoned houses.

Before the state guaranteed these children an education, little was done for them. The home is immaculate, the cribs are freshly sheeted each day but the children have no toys, no television to watch and no program of training.

Their upkeep is paid by the Pennsylvania Department of Welfare ($25.20 per child per day) but the department does not audit the home to determine how the $331,000 a year is spent, said Pamela Samuels, director of institutional program support for the state Welfare Department's mental health unit.

It's the only home Tina has ever known during her 18 years of life. She stares vacantly with partially blind eyes through the rails of her crib. Her wasted legs poke through her diapered body. Tina is crippled, retarded and bothered.

She can't tell anyone why she tears at her flesh until it is raw.

Begun to Learn

But even for Tina, a child once considered ineducable, school makes a difference. She has begun to learn how to feed herself, Mrs. Scarbrough said.

"Before the rights to education (consent decree), we taught them what we knew — the difference between hot and cold," she said.

Many of these children face a lifetime of staring at the ceilings of some other institution when they are to old to remain at Stukes. When they were babies the laws hadn't been passed to guarantee them an education

Does the education make a difference?

It does to Jeannette. In the past four years this little 13-year-old brain-damaged child has begun to walk and take care of herself as well as her friends in the institution. She's come a long way . She still has far to go.

Tomorrow—a look at special education program.

Appendix A.3

Program For Handicapped Pre-School Children Opens

oject PEACH will open w facility for preschool icapped children today sday, at the Jackson ol, 12th and Federal Project PEACH is a ol District of Philadel- program operated by Division of Special ation.

e School District's aim to have full service cational programs lable for every han- pped person from birth 1 years-old.

PHILADELPHIA, grams have already been gned and implemented school-age children, but service to preschool handicapped youngsters is just getting under way. Project P.E.A.C.H (a Prescriptive Educational Approach for Children with Handicaps), which is funded by a federal grant, was organized this year to locate, identify, and serve all handicapped children in Philadelphia from birth to school age.

The Family Service Program to be opened at the Jackson School is an instructional program developed by Project PEACH to meet the educational needs of handicapped preschoolers and their families. Parents attend classes with their children. While the youngsters participate in activities that include sensory stimulation, socialization, self-help skills and language development, parents attend special training sessions.

Children for the program will be identified by a process of multidisciplinary assessment provided by PEACH staff. In multidisciplinary assessment, professionals from different fields examine a child, and get together to decide on a program that considers all the child's different abilities. Team members include a pediatrician, psychologists, a physical therapist, hearing and language therapists, educational diagnosticians, and social workers.

MANY HANDICAPPING conditions can be helped or completely corrected if they are recognized early. Some warning signs that a child may need special help are if he or she:

—is unable to locate and pick up objects that have been dropped.

—frequently rubs eyes or complains that eyes hurt.

—cannot say "Mama" or "Dada" by age 1.

—cannot say the names of a few toys and people by age 2.

—does not play games such as "peek-a-boo," "bye-bye," "patty cake" by age 1.

—does not enjoy playing alone with toys by age 3.

—does not play games with other children by age 4.

—does not respond to his/her name by age 1.

—cannot identify hair, eyes, nose, ears, mouth, by pointing to them by age 2.

—has ear aches or running ears.

-talks in an unusually loud voice.

cannot sit up without support by age 1.

-does not walk up or down stairs by age 3.

PARENTS WHO SUSPECT that their child has special needs are advised to get help immediately. Project PEACH has a 24-hour Code-A-Phone that parents may call for advice or services. The telephone number is 627-2380. All PEACH services are free.

Channel 29 WTAF-TV

4th & MARKET STS., PHILADELPHIA, PA. 19106/ PHONE: 925 - 2929

Appendix A.4

AVAILABILITIE

ADVERTISER: Board of Education
PRODUCT: Testing Services
AGENCY: Direct
BUYER:

DATE SUBMITTED: 8/17/76
START DATE: 9/16/76
END DATE:
SUBMITTED BY: MARTIN PELTZMAN

RATE LEVEL: SPECIAL
RATING SOURCE: MAY '76 ARB

ES = ESTIMATED
PR = PROGRAM
TP = TIME PE
PT = PARTIAL PERIC

DAY	TIME	LENGTH	PRECEDING PROGRAM/FOLLOWING PROGRAM	RTG.	TOT. AD.	WOM. 18-34	MEN 18-34	TOT. WOM.			EA.	COST TOTAL
M-F	11-11:30	:30	NOT FOR WOMEN ONLY									
"	5-5:30	"	PARTRIDGE FAMILY									
"	5:30-6	"	GILLIGAN'S ISLAND									
"	6-6:30	"	BEWITCHED									
"	6:30-7	"	THAT GIRL									
"	7-7:30	"	JEANNIE									
"	7:30-8	"	HOGAN'S HEROES									
"	5-8	"	VARIOUS									
"	9-11	"	CINEMA 29									
"	11PM-Mid	"	HOLLYWOOD SHOWCASE									
SA,SU	12N-1P	"	BOWLING									
SA,SU	2-4:30	"	CINEMA 29									
SU	5-7	"	CINEMA 29									
		TOTALS:										

ALL AUDIENCE MEASUREMENT DATA ARE ESTIMATES ONLY.

Appendix A.

WKBS TV

philadelphia ch48

KAISER
BROADCASTING COMPANY

3201 South 26th Street Philadelphia, Pa. 19145 215/336 6400

DIRECT **CONFIRMING BROADCAST ORDER** DATE: 9/23/76 PAGE:

BUYER
JH BROWN

BILL TO
PEACH AWARENESS
STEVENS AD BLDG 104A
13TH ST AT SPRING GARDEN
PHILA PA 19123

ADVERTISER: PHILA BOARD OF EDUCA
CONTRACT: 9-100-11
TYPE: N
PRODUCT: PRE SCH HDCP
REPRESENTATIVE: LOCAL
OFFICE: PHILADELPHIA
SCHEDULE DATES: 1/03/77----1/16/77
SALESPERSON: JAN ANAPOL 0
WEEKS/DAYS: 2/0
RATE CARD:
BILLING INSTRUCTIONS: PEA/

M-F	100P- 130P	30	1	LUCY
M-F	200P- 230P	30	1	THE BEVERLY HILLBILLIES
M-F	1100P-1130P	30	1	MARY HARTMAN MARY HARTMA
M-S	600P- 800P	30	1	MON-SAT 6-8P ROTATER
M-F	1130P-1200M	30	1	DARK SHADOWS
SAT	400P- 600P	30	1	SAT BIG MOVIE
[illegible]	130P- 300P	30	1	SHIRLEY TEMPLE
SUN	300P- 500P	30	1	BIG MOVIE
SUN	500P- 700P	30	1	MOVIE GREATS

"ALL OF THE ABOVE SPOTS ARE TO BE SCHE
A PREEMPTIBLE BASIS AND CAN BE PREEMP
HIGHER RATE ADVERTISER WITHOUT NOTICE"

- TIMES LISTED REPRESENT PROGRAMMING AND/OR ADJACENCIES AS DECLARED AT TIME OF SALE

CONTRACT TOTAL 4,1

•• NEW NEW ORDER MOD MODIFICATION CAN CANCELLATION MKG MAKE GOOD
••• O OTO A ALT WEEKS B ALT/OFF, D DELETE P PACKAGE

THE RATES EARNED ON THIS CONTRACT MAY CHANGE IN ANY PERIOD DURING WHICH OTHER PR

SUBJECT TO AAAA COPYRIGHTED CONDITIONS PRINTED ON THE REVERSE SIDE H
PARAGRAPH 6 ON THE REVERSE SIDE OF THIS CONTRACT APPLIES TO TIME CHANGES ON THE AIR

SEE ATTACHED LIABILITY CLAUSE WHICH SUPERCED

Appendix A. 5

ROBERT BLAIR POLLOCK SCHOOL
Welsh Road North of Holme Circle
Philadelphia, Pa. 19152

November 3, 1976

Dear Parents:

The School District of Philadelphia is offering a most unusual service for those of your children, not yet in school, for whom you may have some concerns in regard to their physical, educational, or emotional development.

We are thrilled to be able to include the Pollock School in "Project PEACH". We are aware that some children who came to us in kindergarten or first grade have some type of problem (physical or educational) which precludes their "getting the most" out of school. Thus, if you wish to help your child before he enrolls at school, this program is for you.

If you, as a parent, know or feel that your child may need this service, call Mrs. Anita Poindexter at 627 2380 (a 24 hour per day hotline). Mrs. Poindexter, an Educational Specialist for the Philadelphia School District, has her office at the Stevens School. She will, after discussing the situation with you, direct a PEACH social worker to visit with you at your home. If, after this screening, it is determined that your child needs help, a complete diagnosis will be set up. The team for diagnosis consists of two psychologists, five educational diagnosticians, a speech and language therapist, and a pediatrician.

This team will provide assessment for any child from birth to school age, with any type of disability.

This assessment will be of material help to you, as a parent, and to us, as teachers, in providing optimum educational opportunities for your child.

Sincerely,

Sol Gorewitz

SOLOMON GOREWITZ
Principal

SG/bm

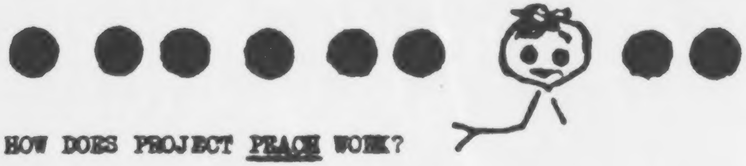
PROJECT P.E.A.C.H.

A Prescriptive Educational Approach for Children with Handicaps

WHO NEEDS PROJECT PEACH?

All children from birth to school age who have physical, mental, emotional, or communication problems that keep them from learning the way they should. They may have problems

walking	seeing	playing
talking	hearing	eating



HOW DOES PROJECT PEACH WORK?

The first step....Call our Code-A-Phone, anytime, day or night. If no one is in the office to talk with you, our electronic equipment will record your message. Our educational specialist will return your call, and talk with you about Project PEACH.

If you decide that PEACH can help, the PEACH team will work together to determine the special needs your child may have.

An individual plan will be written for your child. PEACH staff will work with you and your child....

And, if you are interested, PEACH will help you find a preschool program that will meet your family's needs.

6 2 7 - 2 3 8 0

EARLY IDENTIFICATION OF HANDICAPPING CONDITIONS
IS VERY IMPORTANT!!

PEACH services include:

A medical examination by a pediatrician

A pediatric neurologist on call as needed

A child psychiatrist on call as needed

Psychological testing designed for young children

Supportive services by social service program specialists

Treatment by a licensed physical therapist

Language and hearing diagnosis by specialized therapists

A Family Service Center for parents and children

Preschool Speech and Hearing Clinics

A 24-hour Hot Line to take referral calls and give information

Educational planning by highly trained special education teachers

PROJECT PEACH IS A FEDERALLY FUNDED PRESCHOOL PROGRAM PROVIDING FREE SERVICES THROUGH THE SCHOOL DISTRICT OF PHILADELPHIA

627-2380

Take a closer look at your child!!

This check list may help you determine if your child needs special help.

- By age 6 months, does not turn toward sounds of voices or noises
- By age 1, does not play infant games, such as peek-a-boo
- By age 2, cannot give names of toys or members of the family
- By age 3, cannot walk up or down stairs, pedal a tricycle, run without falling, or copy circles.
- By age 4, is unable to play group games, or take turns
- By age 5, cannot count up to 4, or understand the idea "yesterday", "today", or tomorrow"

IF YOU THINK YOUR CHILD HAS SPECIAL NEEDS, THERE IS HELP.

CALL PROJECT PEACH 437-2380

PROJECT PEACH
School District of Philadelphia
Division of Special Education

PROJECT

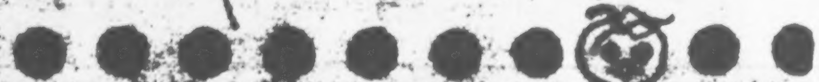
PRESCRIPTIVE
EDUCATIONAL
APPROACH
for
CHILDREN
with
HANDICAPS

A NEW PRESCHOOL PROGRAM FOR CHILDREN

WITH LEARNING PROBLEMS

Division of Special Education
School District of Philadelphia

DOES YOUR CHILD NEED A PEACH PROGRAM?



ONE OUT OF EVERY 10 CHILDREN NEEDS SPECIAL HELP TO LEARN!

WHAT IS THE PRESCHOOL SPEECH AND HEARING PROGRAM?

Funded under project P.E.A.C.H., the PreSchool Speech and Hearing Program provides diagnostic and therapy service to speech, hearing and language handicapped children from all sections of the city of Philadelphia. This instruction is provided in the following five locations: (1) Special Education Center, 3236 Powelton Ave., (2) Spruance School, Levick & Horrocks Sts., (3) Emlen School, Chew & Upsal Sts., (4) F. Douglass School, 22nd & Norris Sts., and (5) D.N. Fell School, 9th & Oregon Sts. There is no charge for this instruction.

WHO IS ELIGIBLE?

Any child between the ages of 3 and 5 years of age and who is severely handicapped in the areas of speech, hearing and language is eligible for this program. This includes children afflicted by such conditions as cleft palate, cerebral palsy, brain damage, mental retardation and stuttering. Parental involvement is stimulated through their participation in the therapy program and in group parent training workshops.

HOW TO APPLY

All referrals should be made through the Powelton Avenue clinic. From there, referrals are channeled to the clinic nearest the child's home. Parents are then contacted for an appointment for evaluation. Telephone EV 7 - 1819 in order to make a referral.

FOR MORE INFORMATION, CONTACT:

Department of Speech & Hearing (PreSchool)
DIVISION OF SPECIAL EDUCATION
Stevens Administrative Center - Room 104
Spring Garden St. west of 13th Street
Philadelphia, Pa. 19123

TELEPHONE NOS. 299-7995, 7996, 7941

OR

Project P.E.A.C.H.
DIVISION OF SPECIAL EDUCATION
Stevens Administrative Center
Spring Garden St. W. of 13th St.
Philadelphia, Pa. 19123

TELEPHONE NOS. 627-2367, 2368

* * * * *

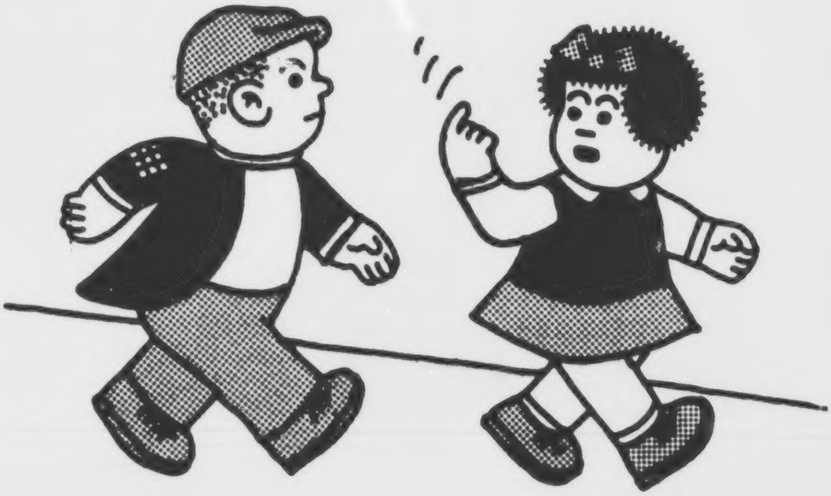
A HEALTHY AND HAPPY CHILD IS ONE WHO CAN EXPRESS
HIMSELF EFFECTIVELY

* *

EARLY INTERVENTION PREVENTS AN INABILITY FROM BECOMING A DISABILITY

* * * * *

PRE-SCHOOL SPEECH AND HEARING SERVICE



DIVISION OF SPECIAL EDUCATION
SCHOOL DISTRICT OF PHILADELPHIA

TITLE VI-B E.H.A.-B

PRESCHOOL CHILD WITH LEARNING PROBLEMS?

PROJECT **PEACH** CAN HELP

E.S.E.A TITLE VI-B

CALL 627-2380

THE SCHOOL DISTRICT OF PHILADELPHIA CARE

APPENDIX B

FLYER MAILED TO PHILADELPHIA GAS WORKS SUBSCRIBERS

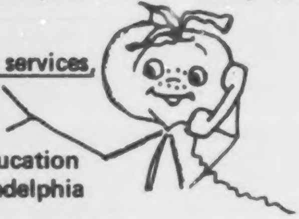
Project PEACH

A Prescriptive Educational Approach for Children with Handicaps

Project PEACH is a program for preschool children with problems. They may be physical, mental, emotional or communication problems. Any of these can keep your child from learning the way he or she should.

The earlier the problem is found, the easier it will be to solve it.

If you suspect that your preschool age child will have trouble learning--for any reason--PEACH can help. PEACH will test your child and help you find the special services he or she may need.



For information or free services,

Call 627-2380

Division of Special Education
School District of Philadelphia

APPENDIX C

ALTERNATIVE HOURS MATERIALS

C.1 Memorandum to News Media

C.2 Letter to Parents - February 28, 1977

C.3 Letter to Parents - March 28, 1977

C.4 Memo to Dr. Wm. L. Tillery - March 30, 1977

C.5 Procedures

C.6 Securing Volunteers for Saturday Classes - March 18, 1977

C.7 Volunteer Services Application

C.8 Services Provided to Children

C.9 Social History Forms

Appendix C. 1

MEMORANDUM TO THE NEWS MEDIA:

Released by:
Project P.E.A.C.H.
Division of Special Education
School District of Philadelphia
Stevens Administrative Center
13th & Spring Garden Streets
Philadelphia, PA 19123
Phone: 627-2367

The School District of Philadelphia will offer a special Saturday program for young handicapped children beginning April 2, 1977. Project P.E.A.C.H., the School District program for preschool handicapped, has planned the new program to meet the identified needs of parents in the Philadelphia community.

Dr. June Hairston-Brown, Assistant Director of Special Education and Director of Project P.E.A.C.H., described how the Saturday classes developed. "For preschool children with learning problems, family support is of great importance. However, with many parents working, workshops held during regular school hours are frequently inconvenient.

In our vast number of contacts with parents of handicapped children, a need for parent training has been repeatedly emphasized. Therefore, Project P.E.A.C.H. has developed these new classes tailored to the needs of parents who have contacted our program for assistance."

The Project P.E.A.C.H. Saturday class supports the Parent Partnership effort of Dr. Michael Marcase, Superintendent. The School District of

Philadelphia has initiated several new programs this year aimed toward increasing parent involvement in the education of their children.

Saturday classes will be held from 9:00 A.M. to 12:00 Noon at the Locke School, 46th & Haverford Avenue. Separate activities are planned for parents and their preschool age children. Any parents living in Philadelphia who have reason to believe that their young child has a handicap or learning problem - including a hearing or language problem - may enroll in the classes.

Children are divided into small groups for activities supervised by special education teachers and trained community volunteers. During the sessions, each child will be assessed on an individual basis by an educational diagnostician or psychologist. For children verified to need special help to learn, an "individual educational prescription" will be written.

This plan will describe the child's immediate and long range educational needs, and will list activities designed to meet those needs. The child's parents and the diagnostician will work together to see that the plan is appropriately carried out.

While the children are learning, the parents will attend special sessions. Each week a speaker will present a "parent topic" selected to speak to the needs of families of handicapped children. One session will feature a film and speaker on the legal rights of handicapped students. Another will include a financial planning consultant to discuss long range planning for handicapped persons. Other speakers will discuss dental care, medical services, physical therapy, and family planning.

Appendix C.1

Project R.E.A.C.H. has a 24-hour Hot Line to take referrals and give information. Any person interested in knowing more about the Saturday classes may call 627-2380.

SCHOOL DISTRICT OF PHILADELPHIA
DIVISION OF SPECIAL EDUCATION
Stevens Administrative Center, 1st Floor
13th & Spring Garden Streets
Philadelphia, Pennsylvania 19123

Released by:
Project P.E.A.C.H.
A Prescriptive Educational Approach
for Children with Handicaps
627-2368

The School District of Philadelphia began a special Saturday program for young handicapped children on April 2, 1977. In spite of the SEPTA strike, preschool children and their parents braved pouring rain to attend the first session of the program, which is sponsored by Project P.E.A.C.H.. Project P.E.A.C.H. (it stands for Prescriptive Educational Approach for Children with Handicaps) planned the new program to meet the needs of many parents in the Philadelphia community.

Often parents notice that their preschool child is not growing or learning the way he or she should. Sometimes they notice a speech problem. Other times, the problem is hyperactivity, clumsiness, or slow development. Project P.E.A.C.H. is able to offer help to these children before they reach school age. Through a process of diagnosis and assessment, P.E.A.C.H. can determine if the child will need special help to learn, and can assist the parents in finding the help their child needs.

The Saturday classes, which meet at the Locke School, 46th and Haverford Avenue, provide a service for parents and children. Children play in small groups supervised by special education teachers and community volunteers. They are observed in their play groups by therapists, psychologists, and a pediatrician, who later provide individual assessment. If it is determined that a child is handicapped in a particular area, an individual education plan is written for him. The plan describes what the child can do now, what he should be able to do, and what activities should be conducted to meet the child's educational needs.

While the children are receiving attention in their classrooms, parents are learning, too. Speakers have been arranged to discuss topics of interest to parents of young children. At the first session, Mr. Earl Shorter, a school psychologist, explained the meaning of "exceptionality" and discussed the different testing techniques used with young children.

Following Mr. Shorter's presentation, Dr. Allen Chandler, pediatrician, talked about drugs, diets, and different kinds of handicapping conditions. Dr. Chandler also conducted a question and answer session, responding to questions about parent/child relationships, divorce, punishment, and childhood diseases.

For the last hour of the Saturday class, parents had the opportunity to observe the children in their play groups, and to talk with the teachers about the child's progress that day. Some of the children will continue to attend the Satruday sessions for therapy; others were assured that the problem is not sufficiently serious to indicate special help at this time.

In a special room set up for infants, a physical therapist tested children for and development problems. Some children will be assigned to return for "infant stimulation" sessions. Parents of these young children were given some information about milestone events in childhood development.

Dr. June Hairston-Brown, Assistant Director of Special Education and Director of Project P.E.A.C.H., described how the concept of Saturday classes developed: "For preschool children with learning problems, family support is of great importance. However, with many parents working, workshops held during regular school hours are inconvenient

In our many contacts with parents of handicapped children, a need for parent training has been repeatedly emphasized. Therefore, the new classes have been tailored to the needs of parents who have contacted our program for assistance."

The P.E.A.C.H. Saturday class supports the Parent Partnership of Dr. Michael P. Marcase, Superintendent of Schools. The School District of Philadelphia has initiated several new programs this year aimed toward increasing parent involvement in the education of their children.

Project P.E.A.C.H. has a 24-hour Hot Line to take referrals and give information. Any person interested in knowing more about the Saturday classes may call 627-2380.

THE SCHOOL DISTRICT OF PHILADELPHIA
BOARD OF EDUCATION
1801 MARKET STREET
19103

MICHAEL P. MARCASE
Superintendent of Schools

MARECHAL-NEIL E. YOUNG
Associate Superintendent
for Special Education
299-7248
299-7253

SCHOOL DISTRICT OF PHILADELPHIA
DIVISION OF SPECIAL EDUCATION
Stevens Administrative Center, 1st Floor
13th & Spring Garden Streets
Philadelphia, Pennsylvania 19123

299-72[illegible]5, Psychological Services
299-7253, Speech and Hearing
299-72[illegible]8, Special Classes
299-72[illegible]9, Emotionally Disturbed and Brain Injured
299-7251, Home School

File No. 340

627-2368

February 28, 1977

Dear Parents:

In order to provide more comprehensive and effective services throughout the community, we are exploring the possibility of organizing Saturday sessions for parents and young children who qualify for P.E.A.C.H. services. The criteria for admission into this program is as follows:

1. One parent must attend the three hour session with the child
2. The child must be unable to participate during regular school hours

During these Saturday sessions, parents will receive training by special education teachers and therapists in skills that are needed in working with their children at home. The children in the program will be receiving individualized programs in speech and language, physical therapy, perceptual-motor activities and any other areas that are needed.

If you are interested in this program, we would appreciate your returning the attached slip. We thank you for this opportunity to better serve you and your children and are looking forward to a valuable experience for all involved.

Sincerely,

June Hairston-Brown

June Hairston-Brown, Ed.D.
Assistant Director

JHB/ab
Enclosures (2)

Appendix C.2

Please return this slip in the enclosed envelope by March 15, 1977 to:

Project P.E.A.C.H.
School District of Philadelphia
Division of Special Education
Stevens Administrative Center, 1st Floor
13th & Spring Garden Streets
Philadelphia, Pennsylvania 19123

ATTENTION: INFANT STIMULATION

I am interested in attending Saturday P.E.A.C.H. classes with my child.

Name of Parent ______________________________

Name of Child ____________________ Age: _______

Address ______________________________

____

Phone Number ______________________________

Check Exceptionality:

Down's Syndrome ____	Non-Ambulatory ____
Trainable Mentally Retarded ____	Visually Handicapped ____
Educable Mentally Retarded ____	Deaf-Blind ____
Learning Disabled ____	Deaf ____
Emotionally Disturbed ____	Hard of Hearing ____
Other Health Impaired ____	Speech Impaired ____
Crippled ____	Other (Specify) ____

APPENDIX C.3

THE SCHOOL DISTRICT OF PHILADELPHIA
BOARD OF EDUCATION
1801 MARKET STREET
19103

MICHAEL P. MARCASE
Superintendent of Schools

MARECHAL-NEIL E. YOUNG
Associate Superintendent
for Special Education
299-7248
299-7253

SCHOOL DISTRICT OF PHILADELPHIA
[illegible]
[illegible] Center, 1st Floor
[illegible] Streets
Philadelphia, Pennsylvania 19123

299-7255, Psychological Services
299-7253, Speech and Hearing
299-7248, Special Classes
299-7249, Emotionally Disturbed
and Brain Injured
299-7251, Home School

File No. 340

627-2368

March 28, 1977

Dear Parents:

Thank you for your interest in Project P.E.A.C.H. Saturday Classes. Our first session will be this Saturday from 9:00 A.M. to 12:00 Noon at the Alain Locke School, 46th and Haverford Avenue, District One. When you arrive, please bring your child to the room assigned on the attached card.

After the children are settled in the classroom with their teachers, we will be holding a meeting for all the parents in the auditorium. At this time you will be receiving more specific information about the program and services in which you and your child will be involved.

We look forward to seeing you this coming Saturday. If you would like more information prior to our first meeting, please call Project P.E.A.CH. at 627-2380.

Sincerely,

June Hairston-Brown

June Hairston-Brown, Ed.D.
Assistant Director

JHB/ab
Enclosure (1)

APPENDIX C.4

THE SCHOOL DISTRICT OF PHILADELPHIA

MEMORANDUM

TO NAME AND OFFICE

Dr. Win L. Tillery

FILE NO.

340

FROM NAME AND OFFICE

Dr. June Hairston-Brown

DATE

March 30, 1977

SENDER'S TELEPHONE

627-2302

SUBJECT

P.E.A.C.H. Saturday Classes

In response to your memo of March 30, 1977, regarding P.E.A.C.H. Saturday classes:

1. Enclosed is a written description of the Saturday activities prepared for release to the media.

2. Staff includes physical therapists, psychologists, social-workers, educational diagnosticians, and speech and hearing therapists. Community and student volunteers have been enlisted as support personnel.

3. To date, 75 youngsters and their parent(s) have indicated an interest in the program. Actual attendance records will be available after the second session.

4. Classes will be held at the Alain Locke School, 46th and Haverford Avenue. The auditorium, the nurse's suite, and three kindergarten rooms have been made available to us.

5. Services for the parents include lectures and films, group discussions, individual counseling, and instruction on working with children at home. Services for children include supervised group activities, individual therapy, and full multidisciplinary assessment. I.E.P.'s will be written for all children diagnosed as handicapped.

6. There is no cost to the parent for these classes.

JHB/mcg

Enc.

Appendix C. 5

THE SCHOOL DISTRICT OF PHILADELPHIA
BOARD OF EDUCATION
1801 MARKET STREET
19103

MICHAEL P. MARCASE
Superintendent of Schools

MARECHAL-NEIL E. YOUNG
Associate Superintendent
for Special Education
299-7248
299-7253

299-72 5, Psychological Services
299-7253, Speech and Hearing
299-7248, Special Classes
299-72 9, Emotionally Disturbed
and Brain Injured
299-72 1, Home School

May 13, 1977

File No. 340

To: Saturday Staff

From: Vivien Hansbury, Program Manager

Subject: Procedures and Room Assignments

Procedures

1. Bring reports up-to-date. Maintain a log of all cases. Give to the Program Manager a report each Saturday of each child evaluated or social history.
2. Close the door of the classroom when entering or leaving.
3. Sign in and out in Room 113.
4. Folder must remain with the child. Sign folder out and interfile after use.

New children will be assigned for evaluations at 10:00 and 10:30. Therapists who are not providing services for youngsters at this time (10:00 - 10:30) will do the evaluations. Maintain current logs on the youngster. Following the staffing, please write the I.E.P., and be sure to secure the parents signature on the Assurance sheet. Check the assignments for accuracy. If you are not seeing the assigned youngsters please inform me.

Hearing therapists will provide services as needed. Please select the youngsters and inform me of your schedule and the names of the youngsters. Physical/occupational therapists will work around the speech therapists schedule. Develop your schedule and give it to me.

New youngsters will be assigned for evaluations each Saturday. If the youngsters are absent, please use this time for updating the log or writing reports and/or I.E.Ps.

Room Assignments

113	Edith Cunningham	111	Janice Fauser
112	Virginia Welsh	210	Christine Sulenski
209	Sandra Williams	211	Shirley Stark
208	Joseph Ruttinger	212	Lionel Armand
213	Rayonnette Jackson	204	Marie Barbato
202	Sandra Bass	203	Helen Herrick
115	Lori Kleppel	117	Given Keys
	Charles Chisholm		Samuel James

Appendix C.6

TO : Dr. JUNE BROWN

FROM : DOROTHY JOHNSON

DATE: March 18, 1977

RE. : Securing Volunteers for Saturday Classes

I have contacted the following:

Salvation Army Volunteer Program
There may be a possibility but most of their volunteers are older or retired persons who would need transportation.

Friends Select School - Students would not be available until the middle of April. They will call me if at that time students are interested.

Catholic Volunteer Service - It is late in the year for students but they will see what contacts they can make.

Volunteer Programs - Doris Wilson, Bd. of Education
She gave me some helpful leads and suggestions.

Girl Scouts - They are very interested for girls 15 to 17. Because of other schedules it would be the end of March until this could be discussed with leaders and girls. She will get in touch with me early in April

Fieldwork Resources - (Carol Thompson) University of Pennsylvania
I spoke with her over the phone and mailed her information.

Dr. Betty Mare - Temple University, Special Education
There is a possibility students might be interested when the new semester starts - May 9 to June 17. Mailed her written material.

Mr. La Rocca - Vice Principal of Overbrook High School
He would like me to come to speak to the Honor Society and possibly other groups. He will call me back next week to set up a schedule

Mr. Anthony Jenkins - W. Philadelphia High School Community Free School - unavailable on March 18 , I will call back Monday March 21.

School District of Philadelphia
Stevens Administrative Center, 1st Floor
13th & Spring Garden Streets
Philadelphia, PA. 19123

C.7

Appendix C.7

VOLUNTEER SERVICES APPLICATION

Name: ______________________ Date: ______________________

Address: ______________________ Phone: ______________________

____

Name of School: ______________________ Grade: ________ Age: ________

Activities I Enjoy: ______________________

____

Work Experience, (if any): ______________________

____

Other Volunteer Experience: ______________________

____

____

Foreign Language: ______________________

Read: ____________ Write: ____________ Speak: ____________

Why do you want to be a Volunteer? ______________________

____

____

Special skills I can share:

☐ Arts and Crafts

☐ Music

☐ Games

☐ Recreation

☐ Puppetry

☐ Story Telling or Reading

Signed: ______________________

APPENDIX D

HOT-LINE SCREENING INTERVIEW FORMS

D.1 Instructions for Answering Code-A-Phone (January 24, 1977)

D.2 Steps and Procedures in Taking Code-A-Phone Referrals

D.3 Telephone Screening Interview

APPENDIX D.1

INSTRUCTIONS FOR ANSWERING CODE - A - PHONE

1/24/77

1. PLEASE RECORD ALL CODE-A-PHONE CALLS IN BLACK BOOK FIRST.

2. PLEASE INDICATE YOUR OWN INITIAL BESIDE NAMES IN BOOK (Ex. A.P.) ALSO RECORD DATE CALL WAS TAKEN.

3. DID YOU TELL THE PARENT WHEN SOCIAL WORKER WOULD CALL HER?(ASK VIVIAN FOR THIS INFORMATION). PLEASE INDICATE THIS BESIDE NAME, ADDRESS AND PHONE NUMBER.

4. PLEASE INDICATE BESIDE NAME WHAT INFORMATION YOU GAVE TO THE PARENT. (Ex. referred to school principal, etc.)

5. BE SURE TO GET THIS INFORMATION FROM THE PARENT:
   a. WHERE DID YOU HEAR ABOUT PROJECT PEACH?
   b. DOES CHILD LIVE IN YOUR HOME?
   c. ARE YOU THE NATURAL PARENT?
   d. DO YOU RESIDE IN PHILADELPHIA?
   e. WHAT IS CHILD'S AGE AT TIME OF REFERRAL?

APPENDIX D.2

STEPS & PROCEDURES IN TAKING CODE - A - PHONE REFERRALS

1. If the phone rings more than twice and is not on the tape, it must be picked up.
2. Initially, ask the person the age of the child and if they live in Philadelphia (this will determine the services we can provide).
3. If the person does not live in Philadelphia county (Intermediate Unit #26), refer them to the I.U. in which they live by checking on the list on the wall posted next to the phone. If persons call from out of state, refer them to the Commissioner of Education in their state, i.e., New Jersey, Delaware.
4. If the child is already enrolled in public or parochial schools in Philadelphia and the parent desires special services, advise the parent to confer with the teacher, first, the principal and the counselor in the school. Explain that public schools are mandated to provide services for all exceptionalities.
    a) If the parent wants to have the child evaluated, he/she must request a psychological examination through the principal or counselor in the school.
    b) If the parent is dissatisfied with the child's classification, he/she has the right to challenge the recommendation for placement (Due Process)
    c) If the child is scheduled to receive a psychological evaluation and this has been postponed unnecessarily, we can refer to Mr. D'Amico, 299-7292, if the situation is critical
5. If the child is preschool age, but does not have a developmental delay, and the parent is interested in day care services only, then refer the parent to Get Set, 299-7405 or Head Start 299-7934 or Pre-School Services, 299-7339.
6. If the child is from birth through age 5, we can provide PEACH services. Explain that PEACH is Prescriptive Education Approach for Children with Handicaps and that it is a free service through the School District of Philadelphia. We have a multidisciplinary team composed of social workers, pediatrician, psychologists, neurologist, educational diagnosticians and speech and hearing therapists, and diagnostic teachers who provide testing, diagnostic evaluation and a program (may include preschool placement) for the child. The progress of the child will be monitored upon entrance into school. Take down the information on the Initial Contact Form - as much as possible- try to ascertain the child's problem, i.e., speech, poor coordination, etc. Inform the caller that the information is confidential. Try to limit the call to 5 minutes or less. The procedure is that a Social Worker will contact parent in 3-4 weeks for an interview. If the child has had a previous evaluation, we consider these results. Find out the agency name and date of exam. If the child has been seen by a pediatrician in the past 6 months, it is not necessary for our doctor to see him/her.
7. All calls must be recorded on forms and in the little black book. Indicate in red on the form if the parent is interested in PEACH. Make sure to put date call taken and initial. Indicate on sheet if referral made to I.U., etc. If a child is in school, find out name of school and grade.
8. Do not hesitate to ask questions pertaining to advice to callers.

APPENDIX D. 3

Telephone Screening Interview

Date of Referral____

Why do you feel your child needs Project PEACH? ____________
____
____
____
____

Is your child talking?____________ Walking?__________________

Is your child involved with an agency, or other program now?____________

What Agency?____

What is your name? ____

And your address? ____

What is your home phone #? __________________ Work Phone #? ______________

When is the best time to reach you ? ____________________________________

Additional Comments____

What is your child's name? ____

Male __________ Female __________

What is his/her birthdate? ____________________________

What relation are you to the child?

Natural Parent ______
Surrogate ______
Foster ______
Relative ______

Agency ______
Parent Counseling ______
Residential Service ______

How did you learn about Project PEACH?

Radio____
TV______
Paid Advertisements______
Public Service Announcements______
School District______
Community______

Agency______
Private Sources ______
Brochures ______
Billboards ______
Bumper Stickers ______
None ______

APPENDIX E

SCREENING, TESTING AND ASSESSMENT FORMS

E.1 Assessment Instruments for Diagnoses and Evaluation of Speech and Hearing Handicapped Children

E.2 Case History - Evaluation Report

E.3 Impedance Screening Form

APPENDIX E.1

ASSESSMENT INSTRUMENTS FOR DIAGNOSES AND EVALUATION OF SPEECH AND HEARING HANDICAPPED CHILDREN

Student's Name__________________ Birthdate___________ Age___ Number of Sessions Attended____ Student I.D._______________

Test Area	Name of Test	Pretest Assessment	Post Test Assessment	Pre-Post Test Change	Areas of Therapy Emphasis	Tester	Remarks
I. Speech A. Articulation	A. Arizona Articulation Proficiency Scale: Picture Test 1. picture test						
	2. sentence test						
	3. total raw score						
	4. age level (only with 1+B)						
II. Language A. Reception Vocabulary	A. Peabody Picture Vocabulary (Form A&B) 1. total score (# correct)						
	2. percentile score						
	3. reception-vocabulary age score (M.A.)						
B. Syntax and Morphology	B. Test for Auditory Comprehension of Language by Carrow 1. total raw score						
	2. age equivalency						
	3. percentile ranking						
C. Expressive Language	C. Carrow Elicited Language Inventory 1. age score						
	2. percentile rank of the total raw score						

Student's Name___________________

Test Area	Name of Test	Pretest Assessment	Post Test Assessment	Pre-Post Test Change	Areas of Therapy Emphasis	Tester	Remarks
D. Developmental Testing	D. Denver Developmental Screening Test 1. social-personal						
	2. fine motor adaptive						
	3. language						
	4. gross motor						
E.	E. Beery-Buktenica Test of Visual-Motor Integration 1. total raw score						
	2. age equivalence						
F.	F. Illinois Test of Psycholinguistic Abilities 1. Visual Sequential Memory Raw score Age score						
G.	G. Figure Ground Discrimination Test 1. Raw score						
	2. Age level						
H.	H. Delco Screening Test by Elfman Oral Comprehension/ Memory 1. Age score						

APPENDIX E.1

Student's Name__________________

Test Area	Name of Test	Pretest Assessment	Post Test Assessment	Pre-Post Test Change	Areas of Therapy Emphasis	Tester	Remarks
I.	I. Informal Tests 1. Recognition of Letters and Numbers						
	Letters - raw score						
	Numbers - raw score						
	2. Spatial Relations Cubes and Colors						
	a. Spatial Relations (Pass/Fail)						
	b. Color ordering (Pass/Fail)						
	3. Recognition of Basic Geometric Shapes						
	Matching (Pass/Fail)						
	Identify (Pass/Fail)						
	4. Visual Tracking Mid-line problem						
	(Yes/No)						
	5. One-to-one Correspondence Pegboard (Yes/No)						
	6. Matching Common Objects (Yes/No)						

APPENDIX E.2

PRE-SCHOOL SPEECH AND HEARING SERVICE - THE SCHOOL DISTRICT OF PHILADELPHIA

CASE HISTORY - EVALUATION REPORT

I. Identifying Information

Date ____________________

Reference No.: ____________________

Name of Client: ______________________________ Birthdate: ____________

Address & Zip Code: ______________________________ Home Phone No.: ____________

Work Phone No.: ____________

Parents Names: ______________________________ Age ______ Occupation ____________

______________________________ Age ______ Occupation ____________

Informant: ______________________________ Relationship ____________________

Brothers & Sisters and their ages: ____________ ____________ ____________
(Indicate any speecn deviations or other problem.) ____________ ____________ ____________
____________ ____________ ____________

Other Persons in the home: ______________________________

Defects or Problems among Parents or Relatives: ______________________________

Doctor and/or Clinic(s) ______________________________

Dentist: ______________________________

Language Spoken in Home: ____________________

Nature of the Problem (Chief Complaint) ______________________________

Referred by: ______________________________

II. Medical History

A. Prenatal History

Length of Pregnancy ______________ Number of this pregnancy ______________

Illnesses ______________ False Labor ____________ Rh Factor ______________

Injuries or Unusual Conditions During Pregnancy: ______________________________

____

Ages of Parents at Child's Birth: Mother ____________ Father ____________

B. Paranatal History

Duration of Labor up to birth ________________ Birth Weight __________

Type of Delivery (breech, cesarean, normal, etc.)______________________

Hospital where born:____

Instruments Used (Forceps ?) ________________________Anesthesia _________

Anoxia ______________Jaundice _________________Blue___________

Scars ______________Bruises _________________Deformity__________________

Was child placed in an incubator?_______________

Were crying and breathing normal at birth?___________________

Feeding Problems?_____________________Describe and how treated.__________

_____ ____

C. Post Natal History

Birthweight regained?___________________ Maintained?____________________

Feeding Problems?________________Swallowing?_______________ Sucking?________

Breast Fed? ________________Bottle Fed?_______________When Weaned?__________

Seizures? _______________Health of baby during 1st month?__________________

D. History of Diseases, Illnesses
(Give age, temp. if significant and treatment)

Measles_____________ Whooping Cough____________ Pneumonia________________

Scarlet Fever_______ Chicken Pox______________ Mumps _________________

Influenza __________ Other:____

_____ ____

Innoculations:____

APPENDIX E.2

Diseases of C.N.S.: Meningitis ______________ Encephalitis ______________

Epilepsy ______________ Other:(polio,etc.) ______________

Disease or Conditions Affecting Middle Ear: Tonsillitis ______________

Otitis Media (which ear) ______________ Colds ______________

Sinusitis ______________ Allergies ______________

Ear Infections ______________

Surgery & Date: Tonsils ______________ Adenoids ______________ Other ______________

Aural Discharge ______________ Date of last ______________

Other Conditions: Coma ______________ Seizures ______________

High Temperatures ______________

Severe Shock or Injury (Give Dates & Explain) ______________

____

____

Hospitals, Agencies, Specialists Who Have Seen Child (Give name, address, phone number, etc.)

1. ______________________________
____
2. ______________________________
____
3. ______________________________
____
4. ______________________________
____

E. General Questions: (Use a separate sheet of paper if necessary)

Discuss child's rate of growth. Did child cry much as a baby? What were his sleeping habits? Do you know of any abnormality of the tongue, palate, throat, eyes, nasal passages, etc.? What is the state of the child's general health?

III. Educational History (Please provide dates)

Nursery or Center Presently Attending ____________________

Lead & Classroom Teachers ____________________

Nursery or Center Last Attended ____________________

Previous Speech & Language Training ____________________

Other Remedial Services ____________________

APPENDIX E.2

IV Developmental History:

A. Genetic Development

Indicate Ages at which child accomplished the following:

Showed response to mother ______________________
Sat alone ______________________
Crawled ______________________
Stood alone ______________________
Walked alone ______________________
Became bowel trained (asked to go) ______________
Became bladder trained(" " ") ______________
Fed self (spoon or fork) ______________
Drank alone (cup or glass) ______________
Pulled off socks ______________________
Put on, button, or take off coat ______________
Care for self at toilet ______________________
First words appeared ______________________
Put words together (1-2 word sentences) __________

Does child

have characteristic walk? ______________
fall or lose balance easily? ______________
seem awkward, uncoordinated? ______________
have difficulty swallowing or chewing? __________
grasp objects easily? ______________
have difficulty seeing objects? ______________

B. Emotional Behavior

Does the child eat well? __________ eat too much too often? __________

Does he sleep well? __________ have wakefulness or nightmares? __________

Does he want to sleep w/parents? ______________________

Does he laugh, seem happy? __________ respond well to people? __________

Does he show concern when separated from parents? ______________

Withdraw frequently into a world of his own ______________

Warm up to a situation after the initial period of adjustment __________

Make his wants known? __________ How? ______________

Shed tears when he cries? ______________

Other Behaviors: Extremely active __________ restless __________

highly distractable __________

Annoyed by loud sounds __________ Distracted by mild sounds or slight movements __________ Temper tantrums __________ short attention span __________

Sensitive to vibratory sensations but not to sounds? ____________________
Pick, pull or rub ears? __________________

Nailbiting? _________________ how often? ______________________

Thumb sucking? ______________ how often? ______________________

Bed Wetting? ________________ how often? ______________________

Does the child rock in crib, or while sitting or standing? _____________________

Bang his head on crib, chair, floor? ____

Stare at lights, objects, people, into space? ______________________________

Fears? ____

Won't obey? ___________________________ Bad temper? ____________________________

Behaviorally consistent from day to day? ___________________________________

C. Social Behavior:

Does he generally play alone? ________________________

Does he play with other children? _____________________ what ages? _______________

How does he respond to adults? ______________________

How does he get along with others? ____

In school ________________________

At home ________________________

Is the child primarily responsive to objects? ______________________________

Is the child playful with pets? ____

Describe any significant aspects of intrafamilial relations (discipline problems, rewards and punishments, family activities, etc.) ___________________

____

____

____

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APPENDIX E.2

D. Communication Behavior

1. HEARING AND AUDITORY INFORMATION:

a. Have you ever questioned your child's ability to hear normally?
Yes_______No_______Why?____

____

b. Ear infections: Yes______No______R.______L.______ If yes,
describe:____
When was the last earache or ear infection?______________

c. Draining ears: Yes_______No_______R.______L.______ If yes, state
frequency and duration:_________________________________

d. Has the child ever been exposed to a loud noise or explosion?

____

e. Does the child ever complain of fullness in ear or describe noise
in his ear?____

____

f. Has he had an adverse reaction to medication?_____What?______

____

g. Is his hearing the same from day to day? Yes______No_______
Under what conditions does it vary?______________________

h. What type of sound does the child respond to? Check any that
apply:

1. Loud airplane.................................Yes__No___
2. Doorbell or phone.............................Yes__No___
3. Speech over the phone.........................Yes__No___
4. Speech when facing speaker....................Yes__No___
5. Speech over radio at normal volume............Yes__No___
6. Speech on TV with normal volume...............Yes__No___
7. Speech with back to speaker...................Yes__No___
8. Speech from another room......................Yes__No___
9. Whispered speech..............................Yes__No___
10. Very faint sounds.............................Yes__No___
11. Soft music....................................Yes__No___

i. Is the child's voice quality normal?_____Laugh?____Cry?___
j. Is it unusually loud, soft, monotonous?__________________
k. Does the child become confused with direction of sound? Yes__
No___
l. Does your child seem to hear less well in noise? Yes___No____
?_____
m. Is your child annoyed by a noisy environment or loud sounds?
Yes___No___
n. Does the child favor one ear? Yes_____No_____R._____L.______
o. Does the child watch the speaker's face?__________________
p. Does the child respond to vibrations?____________________
q. Does the child wear a hearing aid? Yes_____No____R.________
L._____Type____

D. Communication Behavior

2. LANGUAGE BEHAVIOR

Did or does child:

Coo and babble ______________ little? ________ much? ____________ lot? __________

Vocalize for pleasure (coo, sing, laugh? __________________________________

Use parrot-like repetitions of speech heard? ______________________________

Speak as in a foreign language not understood by others? __________________

Use vocalizations to make his wants and needs known? ______________________

Attempt to imitate speech? ____

Use meaningful gestures (more than just pointing)? ________________________

Use understandable speech? ____

Use words meaningfully? ____

Acquire speech and then stop talking? ____________________________________

Are child's vocalizations characteristic in tonal quality? _______________

Never use voice? ____

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3. Questions

At what age was child's speech deviation first noticed? ______________

____

What was it like? ____

____

To what do you attribute it? ____

____

When is the deviation most noticeable? ______________________________

____

Does he seem to understand what you expect of him? ______________

____

Can you understand his demands? ______________________________

____

If you were to indicate what factors may be related to your child's speech problem, which ones would you include? Circle as many factors as you think are possible:

Hearing loss

Emotional

Cerebral palsy

Epilepsy

Visual disturbance

Brain injury

Sibling rivalry

Over protection by father

Over protection by mother

Slow development

Neglect by father

Neglect by mother

Overprotection

Behavior problem

Mental retardation

Stubborness

Feeding problems

Environmental problem

Lack of playmates

Inconsistency of parental handling

4. Additional Information

A. **Receptive**

1. Does the child respond when name is called?
2. Does the child respond to verbal directions?
3. Does the child respond to gestural directions?
4. Does the child follow directions?
5. Listen to conversation as part of group?
6. Listen to stories?_________ lose interest?
7. Listen to music? _________ lose interest?
8. Identify environmental sounds?

animal	horns	fire whistle	train
airplane	car	bell	thunder

9. Identify pictures and objects? name? point?
10. Can answer questions?

B. **Expressive**

1. Uses manual gestures in communication
2. Articulatory proficiency
3. can give directions
4. deliver messages
5. relate experience

C. Cognitive Functioning

1. match
2. identify } sizes, shapes, colors, number concepts
3. recall

D. Appropriate thinking with regard to what is going on in surroundings

attention span

ability to organize things

general knowledge

motivation to learn

rote retention - ..

APPENDIX E.2

CLINICAL EVALUATION

Oral Peripheral Examination

STRUCTURE	CONDITION	COMMENTS
lips		
teeth		
tongue		
pharynx		
palates		
jaw		

Laterality	Right	Left	Comments	Coordination
Eye				
Hand				Fine Motor:
Foot				Balance:

Hearing:

Swallowing Pattern

Fluency

Vocal Quality

Tests Administered (List) (Formal and/or Informal)

Etiological Inferences and Clinical Impressions

Therapeutic Implications and Prognosis

Recommendations

APPENDIX E.3

PRE-SCHOOL SPEECH, HEARING & LANGUAGE SERVICE
Division of Special Education
3236 Powelton Avenue 2nd Floor
Philadelphia, Pa. 19104

IMPEDANCE SCREENING FORM

Reference No.________________

Child's Name____________________________

Date__________ ____

Date of Birth_________________

Test Location______________

Audiologist ____________________________

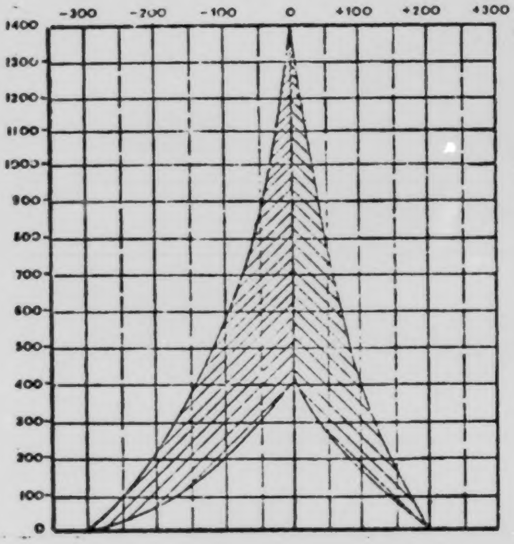
______________ ______________

Equipment: Madsen ZS 76-I

Is this a retest? __Yes
__No

I. TYMPANOGRAM

	+200	+100	0	-100	-200
RE					
LE					



II. ACOUSTIC REFLEX

1000 Hz. at 100 dB

Stimulus RE - Present Absent

Stimulus LE - Present Absent

III. BEHAVIORAL RESPONSE

4000 Hz. at 25 dB

RE	Pass	Fail
LE	Pass	Fail

Remarks:

Results:

	TYMPANOGRAM CURVE	ACOUSTIC REFLEX	BEHAVIORAL RESPONSE
RE	A B C	+ -	+ -
LE	A B C	+ -	+ -

Recommendations:

___ None
___ Refer to physician/audiologist
___ Refer to Pre-School Center_________
  __for evaluation
  __for pure tone screening
  __for therapy

APPENDIX F

SAMPLE IEP'S AND CASE HISTORIES

F.1 Sample IEP

F.2 Sample Work-up by a Social Service Program Specialist

F.3 Sample Follow-Up Home Visit by Social Service Program Specialist

F.4 Sample Educational Evaluation

F.5 Sample Psychological Evaluation

F. 6 Blank IEP Form

APPENDIX F.1
Sample 2

INDIVIDUALIZED EDUCATION PROGRAM PLAN

Student's Name: Sue Ellen Marks
Grade/Program: Multiple Handicapped (I.U.)
Birth Date: May 31, 1969
Teacher(s): Joseph Beam
Present Date: October 27, 1977
School: Bicentennial School

Primary Assignment(s)	Date Started	Expected Duration of Services	Special Media or Materials
Intermediate Unit Self-contained Class for Multiple Handicapped.	11-15-77	On-going-subject to reevaluation.	School environment must accomodate students with mobility handicaps (ramps, walking bars, modified tables).
Consultative Speech Services	11-15-77	On-going.	

Reason for Assignment(s): Sue Ellen functions in the range of the severely and profoundly impaired and has physical handicaps

Services			
Bus Transportation	11-15-77	On-going throughout school career.	Vehicle must accomodate wheelchair.
Physical Therapy	11-15-77	On-going.	
Adaptive Physical Education	11-15-77	On-going.	

Dates for review and/or revision of the Individualized Education Program Plan:

October 1, 1978

Person responsible for the maintenance and implementation of the Individualized Education Program Plan:

I.U. Teacher of the Class for the Multiple Handicapped: Joseph Beam

PRESENT EDUCATION LEVELS

Directions: Using as many pages as necessary, describe the student's present educational levels in appropriate curricular areas. These may include but are not limited to:

Academic Achievement
Emotional Maturity
Self-Help Skills
Social Adaptation
Pre-Vocational Skills
Vocational Skills
Psychomotor Skills
Other:

Self-Help Skills:

Dressing: Sue Ellen needs physical aid and prompting in attempting to take off and put on her coat, and front opening shirt or blouse. She is not able to perform any of the tasks involved independently. Sue Ellen is able to pull elasticized pants down to her thighs when given verbal prompts.

Psychomotor Skills:

1. Gross Motor: (Physical Therapy): Sue Ellen is able to sit unaided and can crawl using her hands and feet. On occasion, she has been able to pull herself to a standing position and remain, with support, for up to three minutes.
2. Fine Motor: Sue Ellen is able to use her hands in a coordinated manner, can perform a pincer grasp and demonstrates eye-hand coordination while using grasp movements. She cannot trace shapes made with a magic marker without physical prompts. She traced within horizontal and vertical 1" paths, dot to dot, on one out of 5 trials without physical prompts. When tracing cut-out stencils, she could not perform the task with one continuous motion and made many extraneous lines across the middle of the shape.

Communication Skills:

1. Expressive Language: (Speech): Sue Ellen is able to imitate all consonant and vowel sounds, with the exception of "th". When speaking spontaneously, Sue Ellen only uses the initial consonant and vowel sounds of words - i.e., ca for car. She can, with some difficulty, add the final consonant sound to a one-syllable word by imitation. She imitates two-syllable words with a pause between the

syllables. Sue Ellen uses one and two word phrases to communicate.

2. Receptive Language: - Sue Ellen has a receptive language age of 2 years, 4 months. Auditory attention is good. She is able to follow directions. Sue Ellen was able to demonstrate a knowledge of 12 out of 27 pairs of adjectives or relationship concepts.

Academic Achievement:

Readiness (Quantities): Sue Ellen is able to give the trainer 1 or 2 objects on verbal command.

Adaptive Physical Education:

Since Sue Ellen is receiving physical therapy, the adaptive physical education teacher decided to prepare Sue Ellen for recreational and leisure time activities. Taking advantage of the fact that Sue Ellen can sit unaided, is able to use her hands in a coordinated manner, can perform a pincer grasp, has demonstrated eye-hand coordination - while using grasp movements, it was decided that she is a good candidate to begin learning necessary skills for wheelchair basketball.

V. Instructional Area: Self-Help Skills: Dressing (APPENDIX F.1

Annual Goal: Sue Ellen will demonstrate the ability to take off and put on a coat or front opening shirt or blouse without assistance.

SHORT-TERM OBJECTIVE	INSTRUCTIONAL METHODS MEDIA/MATERIAL TITLE(S) (OPTIONAL)	EVALUATION OF INSTRUCTIONAL OBJECTIVES	
		TESTS, MATERIALS EVALUATION PROCEDURES TO BE USED	CRITERIA OF SUCCESSFUL PERFORMANCE
1. Child will independently complete all tasks necessary to put on front opening clothing.	1. Article of clothing Mirror	1. Performance on specific tasks: child must independently: a) Put right arm in right sleeve b) Put left arm in left sleeve c) Adjust clothing to fit around neck and shoulders d) Fasten clothing	1. When given the clothing and told to put it on, the child will complete the activity with no assistance or prompting in three out of three trials.
2. Child will independently complete all tasks necessary to remove front opening clothing.	2. Article of clothing Mirror	2. Performance on specific tasks: a) Unfasten clothing b) Pull clothing off shoulder c) Remove first arm from first sleeve d) Remove second arm from second sleeve	2. When told to take off the article of clothing, the child will complete the activity with no assistance or prompting in three out of three trials.

V. Instructional Area: Psychomotor Skills: Gross Motor (Physical Therapy)

Annual Goal: Sue Ellen will demonstrate the ability to walk with assistance using an alternate gait.

SHORT-TERM OBJECTIVE	INSTRUCTIONAL METHODS MEDIA/MATERIAL TITLE(S) (OPTIONAL)	EVALUATION OF INSTRUCTIONAL OBJECTIVES	
		TESTS, MATERIALS EVALUATION PROCEDURES TO BE USED	CRITERIA OF SUCCESSFUL PERFORMANCE
1. Child will be able to stand independently at the rail.		1. Performance on task	Child will stand unassisted for three minutes on three consecutive trails.
2. Child will be able to lift one foot and support full weight on the other foot when standing at rail.		2. Performance on task	Child will be able to support full weight on one foot (right or left) for 15 seconds on three consecutive trials.
3. When standing at the rail, the child will be able to side-step to both sides.		3. Performance on task	Child will demonstrate side-step to left and to right on three out of three trials.
4. With hands held, child will be able to reciprocally lift foot and support weight on other.		4. Performance on task	Child will demonstrate reciprocal balance and weight support for 30 seconds on three out of three consecutive trials.

V. Instructional Area: Psychomotor Skills: Fine Motor

Annual Goal: Sue Ellen will acquire pre-requisite skills necessary for handwriting.

SHORT-TERM OBJECTIVE	INSTRUCTIONAL METHODS MEDIA/MATERIAL TITLE(S) (OPTIONAL)	EVALUATION OF INSTRUCTIONAL OBJECTIVES	
		TESTS, MATERIALS EVALUATION PROCEDURES TO BE USED	CRITERIA OF SUCCESSFUL PERFORMANCE
1. The child will be able to make a verticle line within a defined space.	1. One-inch spaced, lined primary paper, primary pencil.	1. Given the visual cue of two parallel horizontal lines and the verbal command "make lines down" child makes verticle lines between them.	1. Child will perform tasks without verbal or physical assistance with 80% accuracy on five consecutive trials.
2. The child will be able to make a horizontal line within a defined space.		2. Given visual cues of two dots placed on paper, and the verbal command "make a line across", the child will perform the task.	2. Child will perform the task without verbal or physical assistance with 80% accuracy on five consecutive trials.
3. The child will be able to make a closed circle within a defined space.		3. Given a model of a circle, the child will copy the circle	3. Child will perform the task without verbal or physical assistance with 80% accuracy on five consecutive trials.

Instructional Area: Communication Skills: Expressive Language (Speech) APPENDIX F.1

nnual Goal: Sue Ellen will demonstrate increased word articulation and more complex grammar.

SHORT-TERM OBJECTIVE	INSTRUCTIONAL METHODS MEDIA/MATERIAL TITLE(S) (OPTIONAL)	EVALUATION OF INSTRUCTIONAL OBJECTIVES	
		TESTS, MATERIALS EVALUATION PROCEDURES TO BE USED	CRITERIA OF SUCCESSFUL PERFORMANCE
1. Child will correctly articulate one syllable words having a final consonant sound, without imitation		1. Child will be presented with pictures of 20 known objects with different consonant endings. Child will be asked to verbally respond to the question "what is this?"	1. Given 20 pictures, the child will articulate the final consonant correctly 90% of the time.
2. Child will increase the length of spontaneous expressions of speech.		2. A systematic observation of spontaneous utterance during 5, 20 minute time samples.	2. An average word length of 3.5 words in patterned arrangements.

V. Instructional Area: Communication Skills: Receptive Language

Annual Goal: Sue Ellen will increase her knowledge of relationships and concepts.

SHORT-TERM OBJECTIVE	INSTRUCTIONAL METHODS MEDIA/MATERIAL TITLE(S) (OPTIONAL)	EVALUATION OF INSTRUCTIONAL OBJECTIVES	
		TESTS, MATERIALS EVALUATION PROCEDURES TO BE USED	CRITERIA OF SUCCESSFUL PERFORMANCE
1. Child will demonstrate knowledge of the following relationships or concepts: short - tall front - back inside - outside all - some push - pull between - middle some - more more - less top - bottom push - pull		Given objects and people as required to represent the relationship, the child will 1) identify the item, 2) manipulate the objects or 3) follow a direction as requested by the trainer.	For each relationship, the child must perform the task three consecutive times with 100% accuracy.

V. Instructional Area: Academic Achievement: Readiness (Quantities) APPENDIX F.1

Annual Goal: Sue Ellen will demonstrate the knowledge of the quantities, 1 - 10.

SHORT TERM OBJECTIVE	INSTRUCTIONAL MEDIA/MATERIAL TITLE(S) (OPTIONAL)	EVALUATION OF INSTRUCTIONAL OBJECTIVES	
		TESTS AND SIMILAR EVALUATION MATERIAL TO BE USED	CRITERIA OF SUCCESSFUL PERFORMANCE
1. The child will demonstrate knowledge of the following quantities in random order: a) 1, 2 b) 1, 2 and 3 c) 1, 2, 3 and 4 d) 1, 2, 3, 4 and 5 e) 1, 2, 3, 4, 5 and 6 f) 1, 2, 3, 4, 5, 6 and 7 g) 1, 2, 3, 4, 5, 6, 7 and 8 h) 1, 2, 3, 4, 5, 6, 7, 8 and 9. i) 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10.		1. Given groups of objects to choose from and the command "give me - and a verbal numeral 1 - 10, (in random order)," the child will place the correct quantity in a box.	For each numerical quantity, the child must perform the tests with 100% accuracy on three consecutive trials.
2. Child will orally count 1 - 10.		2. While performing task 1 (a-i), the child will label the object with the appropriate numeral.	For each numerical quantity, the child must perform the test with 100% accuracy on three consecutive trials.

V. Instructional Area: Psychomotor Skills: Adaptive Physical Education

Annual Goal: Sue Ellen will demonstrate ability to throw and catch a large, light ball (basketball size)

SHORT-TERM OBJECTIVE	INSTRUCTIONAL METHODS MEDIA/MATERIAL TITLE(S) (OPTIONAL)	EVALUATION OF INSTRUCTIONAL OBJECTIVES	
		TESTS, MATERIALS EVALUATION PROCEDURES TO BE USED	CRITERIA OF SUCCESSFUL PERFORMANCE
1. Child will throw a large, light ball (basketball size) to teacher who is standing 3 feet away.	1. Large, light ball (basketball size)	1. Direct observation of child's performance on task.	1. 80% accuracy on 10 consecutive trials.
2. Child will catch ball thrown by teacher who is standing 3 feet away.	2. Large, light ball (basketball size)	2. Direct observation of child's performance on task.	2. Child will catch ball thrown by teacher standing 3 feet away with 80% accuracy on 10 consecutive trials.

APPENDIX F.2

Prescriptive Education Approach for Children with Handicaps

School District of Philadelphia
Stevens Administrative Center
13th & Spring Garden Sts.
Phila., Pa. 19123

Social History

Name: Albert
Address:
Phila , Pa.
Telephone:

Date of Home Visit: 11/23/76 Time: 1:00 PM
Birth Date: /74 Age: 2-10
Sex: Male Race:

Father's Name: Occupation: Age: 29
Mother's Name: Occupation: Age: 22

Presenting Problem

Delayed speech, not toilet trained

Observations

I conducted the interview in the kitchen of two-story row townhouse, which was part of a more recently constructed housing settlement. Her two younger sons were asleep upstairs, and she awakened Albert before I left so that I could meet him as well. Albert seemed to be a shy and withdrawn child; he would not spe to me, but was holding onto the railing of the staircase and sucking his thumb. He was of average height and slender build, and his big eyes gazed questioningly around. appeared very eager to talk to me and to relate to me her concerns about Albert's delayed speech and of her difficulties in handling him. She was very interested in our program, but she also seemed to look for some concrete guidance at this time. Because of the serious nature of her concern and her apparent interest and willingness in wanting to do something about it, a good part of the interviewing time was spent on discussing alternative ways of discipline, as well as toilet training.

Background Information

Child's Developmental History

Medical History

Albert was a full term baby and weighed 7 lbs. 13 oz. at birth. He was born with a heart murmur, which is no longer present at this time. He was described as a good baby, with a big appetite. He crawled at 6 months and walked at one year. He had no unusual childhood illnesses. He experienced swelling on three occasions, once on his penis (probably due to some reaction), and once on his forehead and on his ear, due to an insect bite. His speech has been delayed. He only started to talk about a month ago, and at the present time his vocabulary includes a few, short sentences and a limited number of words, including the names for different parts of the body.

Toilet training was started around age 2, and for the past two weeks, Albert has been trained for his bladder. However, there exists considerable difficulty and frustration around bowel training, and Albert has been repeatedly punished. When he stopped using his diaper for bowel movements two weeks ago, he started to deposit the movement on the floor and to play with it described Albert as generally slow to learn, although she stated ha e can also be creative, e.g., by putting several objects together in order to each something. He is unable to pedal his "Big Wheel" or a tricycle, but uses his eet on the floor instead.

Albert is regularly followed at the Clinic of the Children's Hospital, and his ast physical check-up was in June, 1976. will make another appointment nd is also interested in enrolling him in the Early Screening Program there. He has ot had any school experience yet.

ocial and Emotional Adjustment

feels that Albert has made a fair social and emotional adjustment. e is also beginning to share. However, he appears to be a very frustrated youngster ho demonstrates his feelings by overt action. There is considerable sibling rivalry, articularly with his one year old brother. On several occasions, Albert has thrown he baby out of the crib, and more recently he has put him into the hallway closet. related to me that she is unable to explain Albert's jealous behavior, specially since he was a rather good, if active, infant. On my further questioning, t turned out that Albert started this behavior after the baby was born, and he was no onger the younger child in the family who received most of the attention. I discussed his with and suggested some ways in handling this. Albert does not have uch contact with other children, but he has started to play well together with his ousins.

Family Medical History

other's Medical History

had a normal pregnancy and a delivery by Caesarean section (all hree children were born by Caesarean). She had some reservations about this pregnancy, nitially, since she had become accustomed to having only one child. However, this eeling changed and she felt positive about having another child. M. 's health s good.

ather's Medical History

The children's father's health is generally good. He apparently has a nervous ondition for which he is seeing a psychiatrist. wondered if this may ave also had some influence on Albert's emotional development.

iblings

Albert has a six year old sister and a one year old brother who are both in ood health.

Interpersonal Dynamics

The children's father, , apparently visits very frequently and also seems to be involved in childrearing. Up to a short time ago, he was also doing the disciplining of the children, but has now taken over. The children, mainly Albert, would get physically punished for the slightest infraction by a leather belt. Albert is also using a small leather belt as the means of correction and discipline, but she confided that she is not satisfied with this method, and that she would prefer some other ways. Her own father would very rarely physically punish the children, and her own mother did not resort to it, but would shout at the children. It appears that has talked about this problem, including her difficulties in handling Albert, with one of her sisters who felt that Albert needed extra attention from his mother.

Summary

It is apparent that is concerned about her son's delayed speech and his slower learning, and she wishes to get help for this by enrolling him in the PEACH program. In addition, she is looking also for guidance and help regarding the difficulties in Albert's toilet training and in disciplining the children. Although the children's father in not living in the house, he visits frequently and is actively involved in this family, including childrearing.

Recommendations

1. Evaluation by the educational diagnostician to determine the extent of Albert's speech delay and slow learning, as well as psychological testing, also evaluation by psychiatrist.
2. Referral to appropriate agency to help with parenting and the special problems resulting from Albert's behavior.
3. Another home visit by PEACH Social Service Program Specialist within 1-2 weeks of initial interview.
4. Enrollment in a pre-school program to further his speech development and to give him the group experience with other children.
5. would benefit also by any parent group that would be set up by PEACH at a later date.

Agency or School Information

Children's Hospital Clinic
34th and Civic Center Blvd.
Phila., Pa. 19104
Telephone: EV 7 - 6000

Social Service Program Specialist

APPENDIX F.3

Prescriptive Education Approach for Children with Handicaps

School District of Philadelphia
Stevens Administrative Center
13th & Spring Garden Sts.
Phila., Pa. 19123

Social History - Follow-up home visit

Name: Albert
Address:
Phila., Pa.
Telephone:
Date of Home Visit: 12/8/76
Birth Date: '74
Sex: Male
Time: 1:30
Age: 2-10
Race:

Father's Name:
Mother's Name:
Occupation:
Occupation:
Age: 29
Age: 22

Presenting Problem

Delayed speech, not toilet trained

Observations and discussion

I had called up on 12/7/76 to inquire how she had managed with Albert since my first visit. She indicated that everything was fine, and she reacted positively to my offer to see them again the following day.

received me warmly, and she appeared more assertive and relaxed during this visit. She had been out shopping in the morning, and a young neighborhood girl was sitting for the children. The six-year old daughter Tia was kept home from school to help supervise Albert. The baby was asleep upstairs during the first part of the interview, while the other children watched television in the living room. Albert stayed mostly in the kitchen with us, and he was actively moving around. He was very talkative, although I was not able to understand much of what he said. Albert had his lunch while I was there and he twice asked to go to the potty. When he had the bowel movement, the mother repeatedly praised him by telling him what a good boy he was. She also mentioned that he only smeared his bowel movement once, shortly after my initial visit there, and that he has been asking to go to the bathroom. It appears that there has been some definite improvement in the area of toilet training.

As far as discipline is concerned, still finds it quite taxing to handle Albert. She has only resorted to beating him a few times, and she is trying to talk to him and repeat her instructions and corrections. She indicated that Albert is behaving better when the father is around, and that there is usually no need to discipline him during these visits. The father, however, would still resort to physical punishment if needed.

The major emphasis of the interview centered on 's concerns about Albert's active behavior and its effects on the other family members. Since our program at this time can not provide the more intensive services that this family needs, I discussed with her the possibility of contacting an appropriate agency.

Social History
Albert
Page two

Miss was very receptive to this, and she appeared very motivated to seek help as soon as possible. I provided her with the following agencies to contact, in order of preference:

Agency

Base Service Unit
West Phila. Consortium
5th floor, Stouffer Building
Philadelphia General Hospital
34th and Civic Center Blv., Phila., Pa. 19104
BA2-5583

Base Service Unit
Phila., Psychiatric Center
Ford and Monument Rds.
Phila., Pa. 1913
Tr8-7100

Family Service of Philadelphia
West Branch
4235 Sansom St.
Phila., Pa. 19104
BA2-5920

Summary

Miss is a concerned and motivated mother who is seeking professional help for Albert's problem of delayed speech and his slower development, as well as his very active behavior. She is going to contact an appropriate agency for help in handling Albert, and I will be keeping in touch with her by phone and assisting her further in this if it is needed. She has already brought in Albert for evaluation by the educational diagnostician, and she hopes that it will not be too long before Albert can participate in an appropriate program developed by the PEACH team.

Social Service Program Specialist

APPENDIX F.4

Educational Evaluation

e: Albert
Date: 12/1/76

Date of Birth: '74
Age: 2-10
Examiner:

Reason for Referral

Albert was referred due to delayed speech and problems in toilet training.

Behavioral Observations

Upon meeting the examiner, M stated that Albert would not separate from her and she would try waiting outside the evaluation room. Since rapport was never really established, it was decided that Albert's mother should be present during the testing, to achieve some results. Even with his mother present, Albert was extremely uncooperative. He was easily distracted, inattintive and desired to play with only the blocks. He seemed to respond to raisins for reinforcement. When he didn't get his way, he sulked and then cried, similar to tantrums. His mother seemed to feel he was nervous about the testing situation. She had not prepared him for anything. This is not the opinion of the examiner.

Albert was extremely hostile at times toward the examiner, but at one point during an emotional outburst, sought comfort. He remained uncooperative even when his mother was involved in the examination. It seems that he manipulated his mother and has done so to the point where he has established a certain control over her. He rarely responds with ial gestures other than a despondent look on the verge of tears. He smiled occasionally, only during gross motor activities.

As a result of the difficulty in establishing rapport, and obvious emotional involvement, the evaluation was rather abbreviated. The evaluation lasted one hour and twenty minutes but the only test thoroughly administered was the Denver.

Tests Administered

Denver Developmental Screening Test
Beery Test of Visual-Motor Integration
Informal Tests
Matching Tasks
Spatial Relations
One to one correspondence
Visual Tracking

Test Analysis

On the gross motor sector of the Denver, Albert was able to pass only two items that intersected his age line, that of jumping in place and the broad jump. He was unable to balance on one foot for even one second, and refused to give up the support of a chair or his mother. He is unable to pedal a tricycle. He can kick and throw a ball but these skills are around 18 months developmentally. He seemed to enjoy this portion of the evaluation better than any other tasks and was willing to imitate the examiner and follow rections then.

Educational Evaluation
Albert
Page two

In the fine motor area, Albert was not able to pass any items that intersected with his age line on the Denver. His attempt at imitating a vertical line was a series of circular scribbles on top of the line drawn by the examiner. When he was shown the bridge, he stacked three cubes, one on top of another. He was unable to build a tower of eight cubes, but successfully built one with four. This is the highest skill he passed in this area.

On the Beery test of Visual-Motor Integration, Albert's grasp of the pencil was immature and inappropriate and placed at the top of the pencil. He held it with his right hand. He initially began to draw on the figures he was to copy, but when explained the directions specifically, he made a series of circular scribbles for the first four figures. The fact that he could copy a circle gives him a developmental age of 2-10, on target for his age. However, on the Denver task of copying a circle, he was not given credit as his response was a series of random scribbles.

On the language sector of the Denver, he results were attained by report of Albert's mother. He has a definite developmental delay in this area as he does not combine two different words or name a picture and these tasks fall below his age line. The only passed item observed by the examiner was following directions, involving receptive skills. Albert did not utter one word during the entire evaluation, despite the fact that his mother says he can name objects in his environment, e.g., dog, ball and that he can indicate his wants by saying soda or water when he is thirsty. It is obvious that Albert's speech is significantly delayed at this time. He refused to respond to any auditory memory exercises after repeated trials throughout the evaluation.

Socially and emotionally, Albert is not functioning at his age level. His mother reported that he plays with other children "as long as it is going his way." She refers to Albert as "Sweetpea" when asking him to do something. When asked by the examiner about his typical behavior, she seemed somewhat evasive and also could not have predicted how he would react to the evaluation. She was helpful during the evaluation but at the same time over protective and seemed to have few expectations for his behavior.

Perceptually, Albert also seems to be having difficulties in his visual modality. He was able to track the light but become frightened on the near point convergence. On the pegboard, he made a completely random design, not attending to the pattern. He would pick up a peg with his left hand, transfer it to his right hand and then place it in the board. This was the only time he used his left hand as opposed to his right, similarly, he did the same thing picking up blocks.

Albert attended to the matching tasks and was able to match the common objects. He matched three of the four geometric shapes. He does not recognize any colors, numbers or letters as reported by his mother.

Educational Evaluation
Albert
ge three

Summary

It appears that Albert is manifesting many behaviors of an emotionally disturbed child. His with-drawn behavior, hostility, crying, easy distractibility and hyperactivity all suggest serious problems in his development. At the same time, he has little, if any, expressive speech. His receptive skills seem intact when he attends to the directions. He has poor fine motor skills, underdeveloped for his age, and is immature socially. It also seems that a further educational evaluation is in order to better understand the skills Albert does possess. At present, a true picture cannot be realized totally.

Strengths	Weakness
Following Directions	Fine Motor Skills
Activities with ball	Spatial Relations
Gross Motor-jumping	Expressive Language
	Self-help Skills
	Social Relations

Recommendations

1. Further diagnostic tools should be used for educational purposes.

2. Psychological examination for intellectual level and emotional involvement.

3. Parent counseling for

Educational Diagnostician

Psychological Evaluation

Name: Albert
Date: 1/4/77

Date of Birth: '74
Age: 3-0
Examiner: Dr.

Reason for Referral

Albert was referred because of delayed speech and problems in toilet training.

Behavioral Observations

From the outset, Albert was non-communicative and very difficult to contain. Although one of the reasons for referring this child was because he was not toilet trained, Mrs. indicated that he was presently successful in toilet training.

More apparent is this younster's lack of control and hyperactive behavior. Rapport could not be established. He clung to his mother during most of the testing, hands dirty and sticky, and nose running, When Albert was "forced" to respond to questions or tasks, he screamed and crawled on the floor to avoid any kind of contact, at the same time he uttered indistinguishable sounds. He continued this pattern until the end of the evaluation, with little success.

Tests Administered

Stanford-Binet Intelligence Scale
Peabody Picture Vocabulary Test (PP VT)
Goodenough-Harris Drawings
Informal Geometric Designs

Test Analysis

In spite of all efforts used, including mother's cooperation, no test could be completed. As a result, only inconclusive results were obtained. On the Binet Intelligence Test, only some items were answered at the 2 and 2½ year old levels. However, subjective clinical findings (examiner's own opinion based on background information and inferences) were employed to determine some degree of intelligence. Intellectually, Albert is functioning approximately between the mental defective and borderline levels (IQ between 65 and 70). Yet, it is really difficult to determine whether Albert is mentally retarded or not. Results are presently inconclusive.

Other test results, such as those involving picture drawings and geometric designs, were invalid. All Albert would do is make som scribling and nothing futher.

From observation and some test performance, it was clearly determined that Albert's gross and fine motor skills are poor and visual and auditory perceptions underdeveloped. Although Albert could follow some directions and even understand some questions, his attention was limited, and he was easily distracted.

Socially and emotionally, Albert is very immature, with behavior more like a one to two year old baby. He was difficult to control, to contain, and Mrs. [redacted] was not any more successful in handling her son than this examiner.

Summary

Albert is a disturbed child whose behavior resembles that of a baby of one to two years of age. Psychological test results were inconclusive because of the difficulty in getting the child to respond and his lack of cooperation. However, it does appear that functioning ability is somewhere between the mentally retarded and borderline levels. The combination of delayed speech, severe emotional and social immaturily and possible intellectual and neurological impairment all suggest the existence of possible moderate to severe handicapping conditions.

Recommendations

Albert should have a full speech evaluation and a therapy program. Referral should be made for complete physical, neurological, and psychiatric studies.

Because the parents seem to have a difficult time disciplining Albert and dealing effectively with his problems, they should be referred for family counseling.

Finally, because test scores are inconclusive and questionable, Albert should be re-examined at a later date, preferrably after the other recommendations are followed.

PRESCHOOL PILOT IEP

I hereby affirm that I have been actively involved in the development of the following aspects* of the Individualized Educational Program (IEP) for

____. DOB: ___/___/___
(Child's Name) Mo. Day Yr.

PARENT/ GUARDIAN	TEACHER/ PROGRAM IMPLEMENTOR	CASE MANAGER/ SUPERVISOR

A. Determining present levels of educationa performance

B. Determining annual goals and short term instructional objectives

C. Recommending educational services and extent of regular educational class programming

D. Determining initiation and duration of program services

E. Determining evaluation procedures and review schedule

____ DATE: ____________________
PARENT/GUARDIAN:

____ DATE: ____________________
TEACHER:

____ DATE: ____________________
CASE MANAGER:

____ DATE: ____________________
OTHER:

____ DATE: ____________________
OTHER:

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* Items A through E reflect definitions of the term, individualized education program, as presented in "The Education for All Handicapped Children Act of 1975" P.L. 94-142.

DEBE-2235-OT (8/76)

Current IEP Date: ____________________ IEP Review Date: ____________________

CHILD'S NAME: ____________________ BIRTHDATE: ___/___/___ AGE: ___Yrs.___ Mos.
Mo. Day Yr.

PARENT/GUARDIAN: ____________________ SCHOOL DISTRICT: ____________________

ADDRESS: ____________________ CURRENT ASSIGNMENT: ____________________

____

IEP PLANNERS:

Name	Relationship To Child	PLANNING HOURS Data Collection	PLANNING HOURS IEP Development

TYPE AND EXTENT OF RECOMMENDED* EDUCATIONAL SERVICES:

Program/Service	PROJECTED DATES Initiation	PROJECTED DATES Termination	Contact Hours	Environment/ Extent Regular	Personnel	Instructional Objective Revision Schedule

*Components of the plan are subject to revision as they are outdated by the child's development.

PRE-SCHOOL SPEECH AND HEARING SERVICE

THE SCHOOL DISTRICT OF PHILADELPHIA

INDIVIDUAL EDUCATIONAL PRESCRIPTION

NAME:
REFERENCE NO.: 25-10/76 F

ADDRESS:
BIRTHDATE: 8/24/73

DATE: 4/18/77

DIAGNOSIS: Speech & Language Delay
THERAPIST: C. Stern

CLINIC: D.N. Fell

Goal 1: will increase his auditory skills.

Objective 1: will place a block in a can when a 90dB pure tone is presented in either ear at frequencies 500 and 1K Hertz with 100% consistency by June 10, 1977.

Objective 2: When three familiar objects are shown to he will correctly point to the object named on 9 out of 10 trials by June 10, 1977.

Goal 2: will improve his receptive language skills.

Objective 1: will correctly follow one stage commands, "Put on table, "Put on chair," and "Give to Mommy," on 9 out of 10 trials by June 10, 1977.

Objective 2: will correctly identify 10 pictures when three pictures are shown to him and one is named. He will do this on 9 out of 10 trials by June 10, 1977.

Goal 3: will improve his expressive language skills.

Objective 1: will intelligibly imitate 20 pictures from a core vocabulary of common nouns when one picture at a time is presented to him. He will do this with 100% accuracy by June 10, 1977.

Objective 2: will spontaneously name 10 pictures from the core vocabulary of 20, when one picture is presented at a time. He will do this on 9 out of 10 trials by June 10, 1977.

Objective 3: will produce his 10 word vocabulary in a short noun-verb sentence when the picture stimuli from the Folkes Sentence Kit is shown, He will do this on 9 out of 10 trials by June 10, 1977.

Obejctive 4: will increase his spontaneous verbalizations during natural language therapy (making pudding.) He will answer one out of two what questions using one word, and will use the phrases "Wash the ___", and "I want..." at least three times during a 10 minute language session by June 10, 1977.

APPENDIX G

Agency Placement Directions

APPENDIX G

THE SCHOOL DISTRICT OF PHILADELPHIA

MEMORANDUM

TO NAME AND OFFICE All Staff, Project P.E.A.C.H.	**FILE NO.** 340
	DATE April 11, 1977
FROM NAME AND OFFICE June Hairston-Brown	**SENDER'S TELEPHONE** 627-2368
SUBJECT Agency Placements	

Virginia Welsh is responsible for finding and recommending placements for all of our youngsters. If you have recommendations, you are not to discuss them with parents until you have cleared this with Virginia. Many of our parents are getting upset because recommendations are being made to agencies where vacancies do not exist. Please leave this responsibility to Virginia. If parents insist on the name of an agency, simply tell them that recommendations cannot be made until all reports are in and reviewed.

Thank you.

JHB/ab

FORM S 20—MEMORANDUM—SCHOOL DISTRICT OF PHILADELPHIA (JUNE 1960)

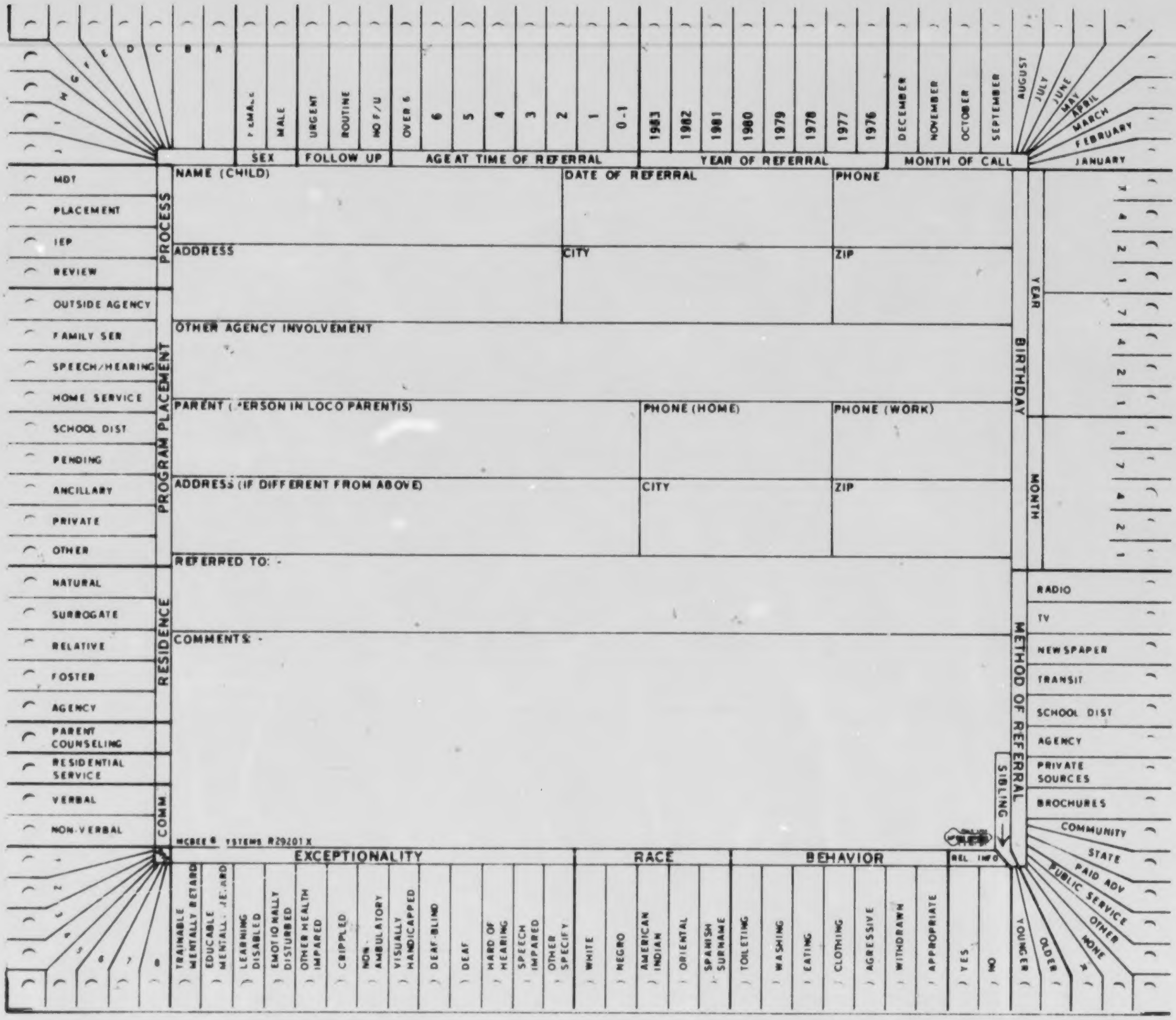
APPENDIX H

MCBEE KEYSORT SYSTEM

H.1 Card Sample

H.2 Memo to Staff re: Punching McBee Keysort Card
March 21, 1977

APPENDIX H.1



H G F E D C B A

SEX: FEMALE, MALE

FOLLOW UP: URGENT, ROUTINE, NO F/U

AGE AT TIME OF REFERRAL: OVER 6, 6, 5, 4, 3, 2, 1, 0-1

YEAR OF REFERRAL: 1983, 1982, 1981, 1980, 1979, 1978, 1977, 1976

MONTH OF CALL: DECEMBER, NOVEMBER, OCTOBER, SEPTEMBER, AUGUST, JULY, JUNE, MAY, APRIL, MARCH, FEBRUARY, JANUARY

PROCESS: MDT, PLACEMENT, IEP, REVIEW

PROGRAM PLACEMENT: OUTSIDE AGENCY, FAMILY SER, SPEECH/HEARING, HOME SERVICE, SCHOOL DIST, PENDING, ANCILLARY, PRIVATE, OTHER

RESIDENCE: NATURAL, SURROGATE, RELATIVE, FOSTER, AGENCY, PARENT COUNSELING, RESIDENTIAL SERVICE

COMM: VERBAL, NON-VERBAL

NAME (CHILD)

DATE OF REFERRAL

PHONE

ADDRESS

CITY

ZIP

OTHER AGENCY INVOLVEMENT

PARENT (PERSON IN LOCO PARENTIS)

PHONE (HOME)

PHONE (WORK)

ADDRESS (IF DIFFERENT FROM ABOVE)

CITY

ZIP

REFERRED TO: -

COMMENTS: -

BIRTHDAY: YEAR 7, 4, 2, 1, 7, 4, 2, 1; MONTH 1, 7, 4, 2, 1

METHOD OF REFERRAL: RADIO, TV, NEWSPAPER, TRANSIT, SCHOOL DIST, AGENCY, PRIVATE SOURCES, BROCHURES, COMMUNITY, STATE, PAID ADV, PUBLIC SERVICE, OTHER

SIBLING →: YOUNGER, OLDER, NONE, 2

1 2 3 4 5 6 7 8

EXCEPTIONALITY: TRAINABLE MENTALLY RETARD, EDUCABLE MENTALLY RETARD, LEARNING DISABLED, EMOTIONALLY DISTURBED, OTHER HEALTH IMPARED, CRIPPLED, NON-AMBULATORY, VISUALLY HANDICAPPED, DEAF-BLIND, DEAF, HARD OF HEARING, SPEECH IMPARED, OTHER SPECIFY

RACE: WHITE, NEGRO, AMERICAN INDIAN, ORIENTAL, SPANISH SURNAME

BEHAVIOR: TOILETING, WASHING, EATING, CLOTHING, AGRESSIVE, WITHDRAWN, APPROPRIATE

REL INFO: YES, NO

MCBEE® SYSTEMS R29201 X

THE SCHOOL DISTRICT OF PHILADELPHIA

MEMORANDUM

TO NAME AND OFFICE
STAFF

FILE NO.
340

DATE
March 21, 1977

FROM NAME AND OFFICE
Debbie debbie

SENDER'S TELEPHONE

SUBJECT
McBee

I. Explanation of Social Workers Responsibility

1. Sibling - may punch both, one or none

2. Release of info - punch yes if parent has signed; no if parent will not sign.

3. Behavior - punch this field for behaviors which are major aspects of childs personality or development - use your judgement. Punch toileting for kids not toilet trained, eating for kids who are unable to feed themselves, aggressive for kid who exhibit aggressive behavior most of the time, etc. I know this sounds confusing but the point is - that if someone looks at the card they can see immediately, this is a withdrawn kid who isn't toilet trained; or this is an aggressive child. O.K.?

4. Sub. - Punch child's school-subdistrict of residence. See map in June's office.

5. Comm. - Is the child verbal or non-verbal?

6. Residence. - With whom does child live? "Surrogate" not applicable at this time.

7. Punch "parent Counseling" if this is recommended.

8. Punch "residential service" for kids living in agencies when you feel special help is needed.

PUNCH "A" - to indicate you have made contact. Annotate back of card with date of home visit and initial.

FORM # 30—MEMORANDUM—SCHOOL DISTRICT OF PHILADELPHIA (JUNE 1966)

APPENDIX H.2

THE SCHOOL DISTRICT OF PHILADELPHIA

MEMORANDUM

TO NAME AND OFFICE: STAFF (cont.)

FILE NO. 340

FROM NAME AND OFFICE: Debbie

DATE

SENDER'S TELEPHONE

SUBJECT: McBee (cont.)

II. Please do not keep any cards anywhere other then filed alphabetically in the file drawer.

III. Telephone Intake Person punches the following areas:

Sex
Follow up
Age at time of referral
Year of referral
Month of care
Method of referral

IV. Social Workers Punch:

"A" field for home visit/contact
Birthday
Sibling
Rel. Info
Behavior
Race
Sub
Comm.
Res. Serv.
Parent Couns.
Residence

V. Each assessment team completes staffing sheets on a weekly basis. One person on each team is responsible for routing the staffing sheets to Virginia.

VI. Virginia punches
fields "B" through "J"
Process
Exceptionality
& Placement

VII. Home Service Teachers are responsible for keeping their clients' McBee cards current.

APPENDIX I

Memo Re: McBee Key Sort File Cards

APPENDIX I

THE SCHOOL DISTRICT OF PHILADELPHIA

MEMORANDUM

TO NAME AND OFFICE TO ALL STAFF PERSONNEL	FILE NO.
	DATE 5/5/77
FROM NAME AND OFFICE Dr. June Harriston Brown, Director June PROJECT PEACH	SENDER'S TELEPHONE
SUBJECT MCBEE KEY SORT FILE CARDS	

NO ONE UNDER ANY CIRCUMSTANCES IS TO REMOVE ANY MCBEE KEY SORT FILE CARDS FROM THIS OFFICE AT ANY TIME.

PERSONNEL WILL SEARCH AND LOCATE ANY MCBEE CARDS THEY MAY HAVE IN THEIR POSSESSION, AND RETURN THE CARDS TO THE PEACH CENTRAL OFFICE NOT LATER THAN 4:00 P.M. TODAY (THURSDAY, MAY 5, 1977)

APPENDIX J

MANAGEMENT/ACCOUNTABILITY FORMS
(Monthly Forms Maintained by Professionals
Re: Children and Cases Processed)

J.1 Monthly Summary of Cases Processed for PEACH Project

J.2 Speech and Hearing Clinic - Monthly Summary

J.3 Speech and Hearing Clinic - Monthly Referral Summary

J.4 Preschool Speech and Hearing Service - Yearly Statistical Information

J.5 Letter to Staff re: Monthly Summary of Cases Processed for PEACH - June 1, 1977

APPENDIX J.1

THE SCHOOL DISTRICT OF PHILADELPHIA
Office of Research and Evaluation
Philadelphia Pa.

PRIORITY OPERATIONS EVALUATION SERVICES (P.O.E.S.)

Monthly Summary of Cases Processed for PEACH Project

Professional____________________ Position (i.e., Psych., Ed.Diag.)____________________ Month__________

					I.E.P.			Diagnostic/Family Service Center			Revised IEP		
CHILD	Tested Evaluated Visited Home Initially	Wrote Report	Participated in MDT	Parent Placement Conference	Wrote	Parent Signed	Provided Treatment; Therapy; Instruction	Admitted	Phased Out	Retested Reevaluated	Wrote	Parent Signed	Due Process Hearing

PROVIDE DATE THAT YOU PARTICIPATED/COMPLETED/PERFORMED THE ABOVE ACTIVITIES. FILL IN ONLY FOR ONE MONTH.

APPENDIX J.2

Project P.E.A.C.H.
School District of Philadelphia
Division of Special Education
Stevens Administration Center, 1st Floor
13th & Spring Garden Streets
Philadelphia, Pennsylvania 19123

SPEECH AND HEARING CLINIC -- MONTHLY SUMMARY

Person Reporting____________ Title_________________ Month_______________

J.2

Center	# Children Tested	# Children Serviced/ Given Therapy	# Parents Counseled	# Staff Development Sessions Attended	# IEP Reports Completed/ Updated	# Of Pupil Vacancies	#On Waiting List
Powelton							
Spruance							
Emlen							
F. Douglass							
D. N. Fell							

APPENDIX J.3

Project P.E.A.C.H.
School District of Philadelphia
Division of Special Education
Stevens Administration Center, 1st Floor
13th & Spring Garden Streets
Philadelphia, Pennsylvania 19123

MONTHLY REFERRAL SUMMARY

Person Reporting________________ Title____________ Month______________

Check One: Speech/Hearing Clinics_____ PEACH Office______

Basic Information

1. Number of referrals received per month_____

2. Method of referral: ____Get Set ____Nursery ____Head Start
____Physician ____Parents ____Friend
____Other

3. Number referrals made within Division of Special Education:
____Get Set ____Head Start ____School

4. Age and Sex:

Age	Male	Female
0 - 1.9	____	______
2 - 2.9	____	______
3 - 3.9	____	______
4 - 4.9	____	______
5 - 5.9	____	______
6 +	____	______

5. Number of referral placements: ____Private Agencies
____Special Class ____Institutional ____Family Service Center
____Home Instruction ____Speech and Hearing Clinic
____Hospitals ____Other

APPENDIX J.3

Project P.E.A.C.H.
School District of Philadelphia
Division of Special Education
Stevens Administration Center, 1st Floor
13th & Spring Garden Streets
Philadelphia, Pennsylvania 19123

MONTHLY REFERRAL SUMMARY

Person Reporting________________ Title____________ Month______________

Check One: Speech/Hearing Clinics_____ PEACH Office___ __

Basic Information

1. Number of referrals received per month_____

2. Method of referral: ____Get Set ____Nursery ____Head Start

   ____Physician ____Parents ____Friend

   ____Other

3. Number referrals made within Division of Special Education:

   ____Get Set ____Head Start ____School

4. Age and Sex:

Age	Male	Female
0 - 1.9	____	______
2 - 2.9	____	______
3 - 3.9	____	______
4 - 4.9	____	______
5 - 5.9	____	______
6 +	____	______

5. Number of referral placements: ____Private Agencies

   ____Special Class ____Institutional ____Family Service Center

   ____Home Instruction ____Speech and Hearing Clinic

   ____Hospitals ____Other

APPENDIX J.4

PRESCHOOL SPEECH AND HEARING SERVICE

STATISTICAL INFORMATION

Period Ending (Check One): January 31, 19___

June 30, 19___

Therapist: ______________________ Clinic: ______________________

(Check One) Speech & Language: _______

Hearing: _______

Instructions: Give actual number of children served. This form is to be completed twice yearly. It should be forwarded to the Supervisor of Speech Correction in charge of PreSchool program by January 31 and June 10 of each year.

Type of Handicapped Children Served	Number of Children Evaluated			Number of Children Seen for Therapy			Ethnic Background					Sex (M.F.)	
	0-2 yrs.	3-5 yrs.	6-9 yrs.	0-2 yrs.	3-5 yrs.	6-9 yrs.	Blk.	Wht.	Sp. Am.	Asian	Am. Ind.		
T.M.R.													
E.M.R.													
L.D.													
E.D.													
Other Health Impaired													
Speech Impaired													
Language Impaired													
Deaf													
Hard of Hearing													
Speech & Lang. Imp.													
[illegible]													
GRAND TOTALS													

*ALL GRAND TOTALS SHOULD AGREE

THE SCHOOL DISTRICT OF PHILADELPHIA
BOARD OF EDUCATION
21st STREET SOUTH OF THE PARKWAY
19103

MICHAEL P. MARCASE
Superintendent of Schools

MICHAEL H. KEAN
Executive Director
Research and Evaluation

IRVIN J. FARBER
Assistant Director
Priority Operations
Evaluation Services
(215) 299- 7273

File No. 175
June 1, 1977

Dear

As part of the evaluation of the PEACH project, it is necessary that each professional (Psychologist, Educational Diagnostician, Social Worker, etc.) complete the enclosed "Monthly Summary of Cases Processed for PEACH" form for the months September 1976 through June 1977. Please return the nine forms to the Research Office by June 17, 1977. (Note: The June form may be returned on June 30, 1977.)

On these forms, please record the date that you actually completed the task. Thus, if you tested the child on January 15th and participated in the MDT meeting on February 16th, you would fill in the child's name on the January and February forms and fill in the appropriate dates for the applicable activity.

The results will be used for two major purposes:

(a) To determine the average number of cases processed by each professional per month and for the full year;

(b) To determine the average time from initial contact to placement and receiving of services.

I am aware that the task that you are being asked to undertake is time-consuming and burdensome, and I appreciate your understanding of its necessity. If there is any way that I can personally work along with you to assist you in completing this task, please do not hesitate to call me.

Thank you for your cooperation.

Yours truly,

Louis Scheiner
Louis Scheiner, Ed.D.
Research Associate

LS:dsb
cc: Dr. Winifred Tillary
Dr. June Hairston Brown
Dr. Irvin J. Farber

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APPENDIX L

PARENT PARTNERSHIP PROGRAM RESOURCE CENTER

L.1 "Educating the Handicapped" Memo to Superintendent's Cabinet - November 23, 1976

L.2 Press Release - November 24, 1976

L.3 Press Release - December 9, 1976

L.4 Sample Minutes - April 1, 1977

L.5 Open House Workshop Program - December 20, 1976

L.6 Staff Meeting Notice in Center - Marh 24, 1977

L.7 Use of Center as Work Area Memo - April 11, 1977

APPENDIX L.1

THE SCHOOL DISTRICT OF PHILADELPHIA
BOARD OF EDUCATION
21ST STREET S. OF THE PARKWAY
19103

MICHAEL P. MARCASE
SUPERINTENDENT OF SCHOOLS

TELEPHONE (215) 299-7823, 7824

File #100
November 23, 1976

TO: Superintendent's Cabinet

FROM: Michael P. Marcase

SUBJECT: Educating the Handicapped

During the November 16th Town Meeting, many of you heard statements of frustration from parents of handicapped children. You also heard statements of frustration from administrators - including myself - in not being able to produce immediate results.

Have we failed? No! The School System has a staff of professionals which can be considered nothing short of excellent. As a matter of fact, the School System of Philadelphia can boast of a national prominence due to the quality of leadership and dedication exhibited by our Special Education staff and the programs they have developed.

Basically, the fast pace of legal mandates, principally beginning in 1972, has established responsibilities for the School System without an equally corresponding commitment of funds. The dollars have not followed the decisions.

A brief capsule of our School System's responsibilities is as follows:

> The Pennsylvania Association for Retarded Children vs. The Commonwealth of Pennsylvania (The PARC case, 1972) provided a landmark decision for mentally retarded children. In part, the PARC opinion (May 5, 1972) ordered access to a free public program for retarded children between the ages of 6 to 21. The Mills Case (1972) brought in Federal court held, in part, that no child eligible for a public supported education...shall be excluded from a regular public school...unless the child is provided adequate alternatives. In Dow vs. Jones (1974) it was held that a school board must admit all students residing in the school district.

This very brief and extremely incomplete review provides one clear duty for us - we must educate the handicapped.

APPENDIX L.1

Corresponding legislation established further requirements in providing education to the handicapped with procedural safeguards in decisions involving identification, evaluation, and placement of handicapped children. Further legislation has increased the public duty to satisfy a child's right to education.

What must we do? As Superintendent, it is my responsibility to make decisions on the direction of the School System. Difficult problems, however, do not resolve themselves by the mere passage of time. In many cases, the passage of time further compounds the problems. Since the education of the handicapped has recently become the responsibility of public education, we - AS A TOTAL SCHOOL SYSTEM - must accept this with the determination to agressively meet the needs of handicapped children. The Special Education Division has provided, and will continue to provide, the finest level of services possible. However, with the increased mandate to provide education to the handicapped, it has become quite clear that a SYSTEM-WIDE effort is necessary and crucial in order to fulfill our obligations to the handicapped.

THEREFORE, I AM ESTABLISHING THE EDUCATION OF THE HANDICAPPED AS A TOP PRIORITY FOR THE ENTIRE SCHOOL SYSTEM. I AM ASKING ALL CABINET MEMBERS TO IMMEDIATELY AND VIGOROUSLY PARTICIPATE IN MEETING THE NEEDS OF HANDICAPPED CHILDREN AND TO SUBSEQUENTLY DIRECT THEIR RESPECTIVE STAFF TO DO LIKEWISE.

1. We must endeavor to provide the maximum degree of services and resources in order that handicapped children can reach their full potential.

2. The entire School System must seek to meet the spirit of the mandates as well as the letter of the law.

   Let us recognize that to narrow the interpretation of legal mandates merely creates rationalizations for limited action. It does not fully help handicapped children.

   Also, legal mandates establish minimum requirements. As educators, we must never accept minimum standards as our goals. There is no excuse for not establishing excellence as our criterion for performance.

3. As a start, I have already made the following directives:

   a. Special Education will develop a Parent Partnership Component

      1. The concept of Special Education is now expanded to include the parent's role (where the parent chooses).

      2. Full involvement of parents in the development of this Parent Partnership component.

      3. School District personnel to provide training sessions for parents in review skills, reinforcing skills, and introducing new skills as defined in the child's prescriptive program.

APPENDIX L.1

These skills are to be directly related and integrated into each child's individualized prescriptive program.

4. FREE MATERIALS AND THE LOAN OF EQUIPMENT should be provided to interested parents for use at home so that the daily program can continue at home.

5. A specialized Volunteer Component will be available for school and home support in order to expand the IMPACT of instruction.

6. Special education staff will train parents in Parent Partnership workshops, in the schools, or even in the child's home, for individual prescriptive support - with the loan of necessary equipment and materials.

b. The Division of Instructional Services should investigate the potential for establishing:

    1. Staff development in supportive services such as art, music, and so on so that these subjects will contain the elements of special education.

    2. Television technology (Videotape and Video Cassette) in order to provide teaching tapes and corresponding off-line materials for individualized instruction.

c. The offices responsible for securing funding will designate special task force units to identify and seek every possible source of additional funding.

Also, the acknowledgement that this is a beginning, but one which will go forward with a determination to meet the needs of those children who are now depending on us.

Within a reasonably short period of time, I shall be asking you to report, during a Cabinet session, on your progress and goals. Let us accept the Herculean task. But let us strive for the maximum. To admit failure in reaching very high goals is no defeat. To fail in reaching for very high goals is a disgrace.

Let us, together, strive to provide everything possible for the education of our handicapped children.

Michael P. Marcase

MPM/jb

cc: Members of the Board of Education
Philadelphia Association for
Retarded Children (PARC)

APPENDIX L.2

NEWS PRESS • RADIO • TV
PHILA. PUBLIC SCHOOLS

OFFICE OF INFORMATIONAL SERVICES — J. WILLIAM JONES, Director
PARKWAY AT 21st STREET 299-7848

November 24, 1976

"CRUCIAL" SPECIAL EDUCATION DRIVE ANNOUNCED BY DR. MARCASE

Schools Superintendent Dr. Michael P. Marcase today announced a systemwide drive to meet the needs of the handicapped child.

He ordered the entire school system, and not just the Division of Special Education, to become involved in the job.

And at the same time he announced the creation of a new Parent Partnership Special Education Center to aid parents of handicapped children with advice and instructional materials to aid their children in the home.

In a letter to his Cabinet, Dr. Marcase said:

"We, as a total school system, must...aggressively meet the needs of handicapped children.

"The Special Education Division has provided, and will continue to provide, the finest level of services possible. However, with the increased mandate to provide education to the handicapped, it has become quite clear that a system-wide effort is necessary and crucial in order to fulfill our obligations to the handicapped.

"Therefore, I am establishing the education of the handicapped as a top priority for the school system. I am asking all Cabinet members to immediately and vigorously participate in meeting the needs of handicapped children and to subsequently direct their respective staffs to do likewise."

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Dr. Marcase announced, "as a start," the opening of a Parent Partnership Special Education Center on Monday, November 30, on the 4th floor of the Stoddart-Fleisher Junior High School, 13th and Spring Garden sts.

The center will:

—provide a convenient central facility for parents and teachers to view new instructional materials appropriate for use with children of all handicaps.

—provide access to the latest diagnostic materials.

—acquaint parents with instructional aids that may, if used in the home, complement the child's regular instruction.

—maintain a professional library for use by all School District personnel and parents concerned with keeping abreast of developments in special education.

The center will provide for the loan of books, manipulative toys, games, and other such materials to parents and Special Education teachers alike, for use in the home or in the classroom.

Parents or teachers may make appointments to visit the Parent Partnership Special Education Center by calling the Division of Special Education at 925-9536 or 627-2368.

The Superintendent cautioned that the center's purpose is not diagnosis and placement in Special Education programs, but direct help and advice for parents who have handicapped children to enable them to understand and deal most effectively with the handicaps.

The Parent Partnership Program was begun last summer by Dr. Marcase. It involves workshops and other services to parents to provide them with mini-lesson plans and other resources to help them help their children learn in the home.

Dr. Marcase also asked the Division of Instructional Services to investigate the establishment of staff development in supportive service areas like art and music to make sure that they will contain Special Education components, and the use of videotape and video cassettes for both staff development and individualized instruction for students.

In making his mission clear to his Cabinet, Dr. Marcase wrote:

"We must endeavor to provide the maximum degree of services and resources in order that handicapped children can reach their full potential.

"The entire School System must seek to meet the spirit of the mandates as well as the letter of the law.

"Let us recognize that to narrow the interpretation of legal mandates merely creates rationalizations for limited action. It does not fully help handicapped children.

"Also, legal mandates establish minimum requirements. As educators, we must never accept minimum standards as our goals. There is no excuse for not establishing excellence as our criterion for performance."

In answer to critics who charge that the School District has not gone far enough to meet Special Education mandates imposed by lawsuits, court decisions and federal legislation, Dr. Marcase said:

"Have we failed? No! The School System has a staff of professionals which can be considered nothing short of excellent. As a matter of fact, the School System of Philadelphia can boast of a national prominence due to the quality of leadership and dedication exhibited by our Special Education staff and the programs they have developed."

Rather, he said, the problem is that "the fast pace of legal mandates...has established responsibilities for the School System without an equally corresponding commitment of funds.

"The dollars," he said, "have not followed the decisions."

Nevertheless, the Superintendent added, the mandates are real and they provide "one clear duty for us - we must educate the handicapped."

Thus, he said, "offices responsible for securing funding will designate special task force units to identify and seek every possible source of additional funding."

"Let us, together," he concluded, "strive to provide everything possible for the education of our handicapped children."

THE SCHOOL DISTRICT OF PHILADELPHIA
BOARD OF EDUCATION
1801 MARKET STREET
19103

MICHAEL P. MARCASE
Superintendent of Schools

MARECHAL-NEIL E. YOUNG
Associate Superintendent
for Special Education
299-7248
299-7253

SCHOOL DISTRICT OF PHILADELPHIA
DIVISION OF SPECIAL EDUCATION
Stevens Administration Center, 1st Floor
13th & Spring Garden Streets
Philadelphia, Pennsylvania 19123

299-7255, Psychological Services
299-7253, Speech and Hearing
299-7248, Special Classes
299-7249, Emotionally Disturbed and Brain Injured
299-7251, Home School

December 9, 1976

RELEASED BY: FOR IMMEDIATE RELEASE:

Parent Partnership Program
Division of Special Education
13th and Spring Garden Streets
Philadelphia, PA 19123

Parents and teachers are invited to attend a planning session of the Parent Partnership Special Education Center, Monday, December 20, at 9:00 A.M. The meeting is being held to display new books, materials, and games now available to parents and teachers of special education children. Visitors are invited to participate in an introductory workshop, and to make suggestions about the kinds of services the Center might provide.

Located on the 4th floor of the Stoddart-Fleisher Jr. High School, 13th and Spring Garden Streets, the Parent Partnership Special Education Center opened on November 30. The Center was designed to reinforce the School District's emphasis on Special Education and to coincide with the Parent Partnership Program.

The Center will:

- provide access to the latest diagnostic materials

- More

--acquaint parents with instructional aids that may be used at home

--maintain a library for use by all School District personnel and parents

--provide for the loan of books, manipulative toys, games, and other materials to parents and teachers alike.

Dr. June Hairston-Brown, Assistant Director of Special Education, cautioned that the Center's purpose is not to test children or to place children in special classes, but rather to provide direct help and advice to parents of handicapped children. The Center will be staffed by personnel with expertise in all the handicapping conditions, including physical handicaps; speech, hearing, and language problems; emotional problems; and learning difficulties.

Parents and teachers may make appointments to visit the Parent Partnership Special Education Center by calling the Division of Special Education at 925-9536.

Dr Michael P. Marcase, Superintendent of Schools, first announced the opening of the Center on November 24, 1976. At the time of the announcement, Dr. Marcase also announced a system-wide drive to meet the needs of the handicapped child.

- More -

In a letter to his Cabinet, Dr. Marcase stated:

> "We, as a total school system, must. . .aggressively meet the needs of handicapped children. . .
>
> "Therefore, I am establishing the education of the handicapped as a top priority for the school system . . ."

The Parent Partnership Program was begun last summer by Dr. Marcase. It involves workshops and other services to parents to provide them with mini-lesson plans and other resources to help their children learn at home. The Parent Partnership Special Education Center will provide this service for parents of children in special classes.

All interested persons are urged to attend the planning session on December 20. Informative pamphlets will be available for distribution, and teaching materials will be demonstrated. Special Education staff will be present to respond to questions and make appointments.

Questions about the Parent Partnership Special Education Center should be directed to 925-9536 or 627-2368.

APPENDIX L.4

THE SCHOOL DISTRICT OF PHILADELPHIA
BOARD OF EDUCATION
3236 POWELTON AVENUE
PHILADELPHIA, PENNSYLVANIA 19104

Michael P. Marcase
Superintendent of Schools

MARECHAL-NEIL E. YOUNG
Associate Superintendent
for Special Education

1801 Market St.
448-3455, 448-3685

Academically Talented Program

LEO[illegible]ORA COHEN
Elementary Coordinator

FRED D. BYINGTON
Secondary Coordinator

EV-7-1337-8-9, EV-7-1543

April 1, 1977

Special Education Parent Partnership Program

Minutes, Tuesday, March 29,1977

In attendance were the following:

Nan Levy, Arlene Kurtz, Nancy Kane, Meg Adelman, Debbie Stone, Naomi Boyer, and Brenda Fishman, Art Atkinson

Nancy Kane chaired the meeting by request of Nan Levy. June Hairston-Brown was ill. Items discussed are as follows:

...Special Education division has a pamphlet(prepared this year) that was distributed at town meetings. Debbie Stone has this and will share them at the next meeting.

...Tuesday, April 26, is set aside for a brainstorming session. Ideas need to be generated from EACH DISCIPLINE in Special Education as to how we should go about developing a handbook for and with parents. This session will begin at 9:00 A.M. at the Parent Partnership Special Education Center, 4th floor, Stoddart-Fleisher Jr. High School.

...Means of advertising the center were discussed. TV, radio, hand-outs with a tear-off, etc were mentioned. Nan Levy and Arlene Kurtz will be working on a handout.

...Possibility, in the future, of having centers in each district with trained personnel who would work with parents.

...Art Atkinson will design two posters on 1. Steps in Due Process, and 2. Steps Involved in Requesting Psychological Services. These will be displayed at the Center.

..."Connect" has a pamphlet that describes I.E.P.

...Late Fall is the target date for a Parent Handbook

...Materials to be displayed by each discipline will be brought to the center and put up on April 26.

...Possibility of this council, in conjunction with the parents, of sponsoring a Special Education Conference next year. More discussion on this in the future.

...Invite people from the Area Learning Resource Center in Doylestown to a meeting as speakers.

Brooke Lorch and Marcia Kaplan were names suggested.
The meeting was adjourned until Tuesday, April 26, 1977 at 9:00 A.M.

Respectfully submitted

Nancy Kane

NK:rf

APPENDIX L.5

Open House

Parent Partnership Teacher Service Center

December 20, 1976 - 9:00 A.M. - 12:00 Noon

(Continental Breakfast will be served until 9:30 A.M.)

WORKSHOP PROGRAM

Title: Toward obtaining positive interaction among Parent, Teacher and child.

I. Introduction

- A. Why is your child considered exceptional?
    - 1. Emphasis adaptive behavior
- B. Generally discuss parent-partnership concept.
- C. The Center

II. What is Special about Special Education?

- A. Illustrative learning activities
    - 1. Learning in the kitchen
    - 2. Use of toys for learning
    - 3. Math
    - 4. Reading
    - 5. Speech and Hearing
    - 6. Motor Skills

III. What can you as a parent do to help your child succeed in School?

- A. Parent-Teacher Relationships
    - 1. How to approach the Teacher
- B. Child-Teacher Relationships
    - 1. How to determine if your child's behavior is being positively modified
- C. Parent-Child Relationships
    - 1. How to make certain your child understands his/her home environment

IV. Individualized Educational Program

THE SCHOOL DISTRICT OF PHILADELPHIA

MEMORANDUM

TO NAME AND OFFICE All Title VI-B Staff	FILE NO. 340
	DATE March 25, 1977
FROM NAME AND OFFICE June Hairston-Brown, Ed.D. JHB Director, Title VI-B Project P.E.A.C.H.	SENDER'S TELEPHONE 627-2368
SUBJECT Staff Meeting, April 21, 1977	

A meeting for Title VI-B staff will be held from 1:00 P.M. to 3:00 P.M., Thursday April 21, 1977. No appointments should be scheduled for that afternoon. The purpose of the meeting is to discuss the Project Proposal for funding year 1977-78.

The meeting will be held in the Parent Partnership Special Education Center, Room 401, Stoddart-Fleisher Jr. High School, 13th & Spring Garden Streets. There is a problem with parking in the area, but a bus or subway on Broad Street to Spring Garden is very convenient to the building. There is a parking lot (fee $1.50) on Spring Garden just east of Broad Street.

Enter the Stoddart Building of the Stoddart-Fleisher Jr. High School and take the elevator to the 4th floor.

Since the entire staff will be meeting at this time, it would be nice if we could have lunch together before the meeting. Coffee and tea will be served at the Center. Lunches may be purchased in the school or local cafeterias.

JHB/ab

THE SCHOOL DISTRICT OF PHILADELPHIA

MEMORANDUM

TO NAME AND OFFICE All Staff - Project P.E.A.C.H.	FILE NO. 340
FROM NAME AND OFFICE June Hairston-Brown Project Director	DATE April 27, 1977 SENDER'S TELEPHONE 627-2368
SUBJECT Staff Meeting, May 17, 1977	

A P.E.A.C.H. Staff Meeting will be held Tuesday afternoon, May 17, 1977, 1:00 P.M. to 3:00 P.M. The meeting place will be the same as before, Room 401, Stoddart-Fleisher Jr. High School.

Suggestions for topics of discussion may be directed to Deborah Stone, Information Manager, 627-2368.

JHB/ab

APPENDIX L.7

THE SCHOOL DISTRICT OF PHILADELPHIA

MEMORANDUM

TO NAME AND OFFICE: All Staff, Project P.E.A.C.H.

FILE NO. 340

DATE April 11, 1977

FROM NAME AND OFFICE: June Hairston-Brown JHB

SENDER'S TELEPHONE 627-2368

SUBJECT Work Area

Because of the limited space in Stevens, Mrs. Leavy has agreed to provide space in Room 401 of the Stoddart building.

JHB/ab

APPENDIX M

STAFF DEVELOPMENT PROGRAMS

M.1 Peach Unit

M.2 Speech and Hearing Unit

M.2 PEACH Training/Orientation Programs for Parents/Agency Representatives/Community

APPENDIX M.1

SUMMARY OF P.E.A.C.H. STAFF DEVELOPMENT SESSIONS
FROM SEPTEMBER 1, 1976 - JANUARY 31, 1977

DATE (S)	TOPIC AND/OR TRAINING AREAS	NUMBER OF SESSIONS	NUMBER OF HOURS	PARTICIPANTS	TITLE/SPECIALTY OF LEADER/ SPEAKER
Oct. 25-1976 - Oct. 29, 1976	Preschool Observational Techniques	1 Week (5 Days)	3 Hours per day	3 Social Service Program Specialists 5 Educational Diagnosticians 1 Information Specialist 1 Educational Specialist 1 Family Resource Teacher	Program Manager at PEACH
Nov. 1, - Nov. 5, 1976	Identification of Handicapping Conditions	1 Week (5 Days)	Full Day Sessions	3 Social Service Program Specialists 5 Educational Diagnosticians 1 Information Specialist 1 Educational Specialist 1 Family Resource Teacher	Program Manager
Nov. 8, - 12, 1976	Educational Assessment: Denver Developmental Screening Tests Visual Motor Test of Integration Illinois Test of Psycholinguistics Delco-Elfman Screening Test Informal Screening Tests	1 Week (5 Days)	Full Day Sessions	5 Educational Diagnosticians	Program Manager
Nov. 15, - 19, 1976	Basic Developmental Concepts: - Introduction to Exceptional Children - Preparation of a Social History for Preschool Handicapped Children	1 Week (5 Days)	3 Hours Per Day	4 Social Service Program Specialists	Program Manager

APPENDIX M.1 (continued)

SUMMARY OF P.E.A.C.H. STAFF DEVELOPMENT SESSIONS
FROM SEPTEMBER 1, 1976 - JANUARY 31, 1977

DATE(S)	TOPIC AND/OR TRAINING AREAS	NUMBER OF SESSIONS	NUMBER OF HOURS	PARTICIPANTS	TITLE/SPECIALTY OF LEADER/ SPEAKER
Nov. 29, - Dec. 3, 1976	Implementation of P. L. 94-142 Educational Placement for Preschool Handicapped Children	1 Week (5 Days)	3 Hours per Day	5 Educational Diagnosticians 4 Social Service Program Specialists 1 Family Service Teacher	Program Manager
Dec. 13-17 1976	PEACH Staff Development	1 Week	All Day	Entire Staff	Invited Speakers
Dec. 13, - 1976	Due Process Role of the Educational Diagnostician	1 Session 1 Session	3 Hours 2 Hours	5 Educational Diagnosticians 5 Social Service Program Specialists	Representative from Education Law Center Delaware County Intermediate Uni
Dec. 14, - 1976	Educational Assessment Multidisciplinary Approach to Assessment	1 Session 1 Session	3 Hours 2 Hours	1 Psychologist 1 Program Manager	Resource Room Coordinator PEACH Staff
Dec. 15, - 1976	Preparation of I. E. P.	1 Session	3 Hours	1 Project Director 1 Family Resource Teacher	CONNECT Personn
Dec. 16, - 1976	PL. 94 - 142	1 Full Day	5 Hours	1 Information Specialist	Speaker from Pa. Department of Education
Dec. 17, - 1976	Right to Education Liason with Community Agencies	1 Session 1 Session	3 Hours 2 Hours	PEACH Staff PEACH Staff	P.A.R.C. Speaker MH/MR Speaker BSU Speaker

APPENDIX M. 1 (Continued)

SUMMARY OF P.E.A.C.H. STAFF DEVELOPMENT SESSIONS FROM SEPTEMBER 1, 1976 - JANUARY 31, 1977

DATE(S)	TOPIC AND/OR TRAINING AREAS	NUMBER OF SESSIONS	NUMBER OF HOURS	PARTICIPANTS	TITLE/SPECIALTY OF LEADER/ SPEAKER
Jan. 5, - 1977	Role of the Multidiscyplinary Team	1 Session	3 Hours	Entire Staff: 5 Ed Diagnostician 5 Social Service Program Specialists 2 Psychologists 1 Family Resource Teacher 1 Classroom Aide	Program Manager
Jan. 3, - 1977	Techniques in Report Writing	1 Session	3 Hours	5 Social Service Program Specialists	Program Manager
Jan. 4, - 1977	Child Tracking System: McBee Key Sort	1 Session	2 Hours	Entire Staff plus 2 Secretaries 1 Information Specialist 1 Education Specialist	McBee Key Co. Representative
Jan. 21,- 1977	Preparation of An Individualized Education Program (IEP)	1 Session	3 Hours	5 Social Service Program Specialists 5 Educational Diagnosticians	Program Manager
Feb. 15, - 1977	The MDT Process and Developing an IEP	1 Session	3 Hours	30 Members of Special Education Task Force	5 PEACH Staff Members

APPENDIX M.1 (Continued)

SUMMARY OF P.E.A.C.H. STAFF DEVELOPMENT SESSIONS
FROM SEPTEMBER 1, 1976 - JANUARY 31, 1977

DATE(S)	TOPIC AND/OR TRAINING AREAS	NUMBER OF SESSIONS	NUMBER OF HOURS	PARTICIPANTS	TITLE/SPECIALTY OF LEADER/ SPEAKER
Feb. 16, - 1977	The MDT Process and Developing an IEP	1 Session	3 Hours	12 District Personnel in Early Childhood Unit	5 PEACH Staff Members
Feb. 28, - 1977	Educational Assessment - I.T.P.A.	1 Session	3 Hours	5 Educational Diagnosticians	Program Manager
March 4, - 1977	Staff Development for Wilmington School District Child Find Unit (at Harrity School)	1 Day	5½ Hours	1 Coordinator of Child Find 1 Social Service Program Specialist 1 Educational Diagnostician 1 Teacher	4 PEACH Staff Members
March 7, - 1977	Basic Observational Techniques	1 Session	2½ Hours	1 Social Service Program Specialist 1 Educational Diagnostician 1 Psychologist 1 Teacher 1 Aide	Program Manager
March 15, - 1977	A. Early Identification of Handicapping Conditions B. Case Study Review	1 Session	2½ Hours	1 "Early Childhood" Principal 1 Educational Coordinator 10 Teachers 4 Aides	

APPENDIX M.1 (Continued)
SUMMARY OF P.E.A.C.H. STAFF DEVELOPMENT SESSIONS
FROM SEPTEMBER 1, 1976 - JANUARY 31, 1977

DATE(S)	TOPIC AND/OR TRAINING AREAS	NUMBER OF SESSIONS	NUMBER OF HOURS	PARTICIPANTS	TITLE/SPECIALTY OF LEADER/ SPEAKER
March 17, - 1977	Identification of Handicapped Preschool Children	1 Session	3 Hours	6 Principals of Early Childhood Unit	Program Manager 1 Educational Diagnostician
April 1, - 1977	PEACH Impact on LD Itinerant Teachers in Corman School Program	1 Session	2½ Hours	15 Itinerant Teachers	1 Educational Diagnostician
April 2, - 1977	Parent Training Program: Alternative Hours Program	1 Session	2 Hours	3 Hearing Therapists 12 Speech and Language Therapists 2 Psychologists 1 Physical Therapist	Program Manager
April 23, - 1977	IEP Development and Implementation	1 Session	2 Hours	12 Speech and Language Therapists 2 Occupational Therapists 3 Hearing Specialists 1 Physical Therapists	Program Manager
April 28, - 1977	IEP Development and Implementation	1 Session	3 Hours	4 Teachers 4 Social Service Program Specialists 2 Administrators of ACDC	Program Manager

SUMMARY OF P.E.A.C.H. STAFF DEVELOPMENT SESSIONS
FROM SEPTEMBER 1, 1976 - JANUARY 31, 1977

DATE(S)	TOPIC AND/OR TRAINING AREAS	NUMBER OF SESSIONS	NUMBER OF HOURS	PARTICIPANTS	TITLE/SPECIALTY OF LEADER/ SPEAKER
Apr. 30, - 1977	The MDT Process	1 Session	2 Hours	12 Speech and Language Therapists 2 Occupational Therapists 3 Hearing Therapists 1 Physical Therapist	Program Manager
May 5, 6, - 1977	Workshops and Presentations at the President's Committee on the Implementation of the Education of All Handicapped Children's Act (in Washington, D.C.)	All Day Sessions	2 Days		1 Educational Diagnostician
May 16, 17, - 1977	Writing an IEP	All Day Sessions	2 Days	6 Teachers	2 Educational Diagnostician
May 18, - 1977	IEP Development and Implementation	1 Session	3 Hours	5 Educational Diagnosticians 4 Social Service Program Specialists	Program Manager
May 26, - 1977	Review of State Standards for IEP Development and Implementation	1 Day	5½ Hours	1 Program Director 2 Program Managers 1 Educational Director of Special Education 1 Associate Superintendent for Federal Programs	1 State Coordinator 1 State Educational Advisor

SUMMARY OF P.E.A.C.H. STAFF DEVELOPMENT SESSIONS FROM SEPTEMBER 1, 1976 - JANUARY 31, 1977

DATE(S)	TOPIC AND/OR TRAINING AREAS	NUMBER OF SESSIONS	NUMBER OF HOURS	PARTICIPANTS	TITLE/SPECIALTY OF LEADER/ SPEAKER
June 13, - 1977	Review of State Standards for IEP Development and Implementation	1 Session	3 Hours	PEACH Staff	Program Manager
June 20, - 1977	IEP Review and Update	1 Session	2 Hours	PEACH Staff	CONNECT Personnel

APPENDIX M.2

STAFF DEVELOPMENT SESSIONS FOR STAFF OF THE PRESCHOOL SPEECH AND HEARING SERVICES FROM SEPTEMBER 1, 1976 - JANUARY 31, 1977

DIVISION	DATE	TOPIC AND/OR TRAINING AREA	NUMBER OF SESSIONS	NUMBER OF HOURS	PARTICIPANT	SPECIALTY/ TITLE OF SPEAKER/LEADER
Pre-School Speech and Hearing	Sept. 7, 1976	Planned Core Battery Inventory for Pre-Post Assessment	1 session	2 hours	13 Therapists 1 Program Manager 1 Supervisor	Program Manager
Speech and Hearing Impaired	Sept. 8, 1976	Due Process Specifics	1 session	2½ hours	Entire Division 75 People	Assistant Director of Division
Preschool Speech and Hearing	Sept. 21, 1976	Testing Procedures: Carrow Elicited Language Test	1 session	2 hours	13 Therapists 1 Program Manager	2 Speech Therapists
	Sept. 28, 1976	Continuation: Carrow Elicited Language Test	1 session	2 hours	13 Therapists 1 Program Manager	2 Speech Therapists
	Oct. 5, 1976	Testing Techniques and Interpretation: Denver Developmental Screening Tests	1 session	2 hours	13 Therapists 1 Program Manager	Program Manager
Speech and Hearing Impaired	Oct. 12, 1976	School Age Learning Disabled Child: Language Problems - Diagnoses and Remediation	1 session	2½ hours	Entire Division: 75 People	Assistant Professor of Otolaryngology, Language and Learning Disabilities. University of Maryland Hospital

APPENDIX M.2 (continued)

STAFF DEVELOPMENT SESSIONS FOR STAFF OF THE PRESCHOOL SPEECH AND HEARING SERVICES FROM SEPTEMBER 1, 1976 - JANUARY 31, 1977

DIVISION	DATE	TOPIC AND/OR TRAINING AREA	NUMBER OF SESSIONS	NUMBER OF HOURS	PARTICIPANT	SPECIALTY/ TITLE OF SPEAKER/LEADER
Preschool Speech and Hearing	Oct. 26, 1976	Testing Techniques and Interpretation: Carrow Elicited Language Test	1 Session	2 hours	13 Therapists 1 Program Manager	2 Speech Therapists
Speech & Hearing Impaired	Nov. 9, 1976	Due Process Forms: Law 94-142	1 Session	2½ hours	Entire Division: 75 People	Assistant Director of Division
Preschool Speech and Hearing	Nov. 23, 1976	Testing Procedures and Interpretation: . Carrow Test for Auditory Comprehension . Arizona Articulation Proficiency Scale	1 Session	2 hours	13 Therapists 1 Program Manager	Program Manager Speech Therapist
	Nov. 30, 1976	Mourning Theory	1 Session	2 hours	13 Therapists 1 Program Manager 1 Research Associate	Hearing Therapist
Preschool Speech and Hearing	Dec. 2, 1976	Self Evaluation Procedures	1 Session	2 hours	13 Therapists 1 Program Manager 1 Supervisor	Professor of Special Education at Penn State University

APPENDIX M.2 (continued)
STAFF DEVELOPMENT SESSIONS FOR STAFF OF THE PRESCHOOL SPEECH AND HEARING SERVICES FROM SEPTEMBER 1, 1976 - JANUARY 31, 1977

DIVISION	DATE	TOPIC AND/OR TRAINING AREA	NUMBER OF SESSIONS	NUMBER OF HOURS	PARTICIPANT	SPECIALTY/ TITLE OF SPEAKER/LEADER
Speech and Hearing Impaired	Dec. 6, 1976	Emotional Disorders and Speech Therapy	1 Session	2½ hours	Entire Division 75 People	4 Speakers
Preschool Speech and Hearing	Dec. 21, 1976	Piaget Theory and Its Relationship to Language Development	1 Session	2 hours	13 Therapists 1 Program Manager 1 Supervisor	2PHD Candidates in Developmental Psychology, Temple University
Speech and Hearing Impaired	Jan. 11, 1976	Developing Programs for Use with Voxcomb American Speech and Hearing Convention - Texas	1 Session	2½ hours	Entire Division 75 People	Representative from Voxcomb Corporation 4 Speakers
Preschool Speech and Hearing	Jan. 25, 1977	Parent Counseling and Parent-Teacher Involvement	1 Session	2 hours	13 Therapists 1 Program Manager	1 Hearing Therapist 1 Speech Therapist
Preschool Speech and Hearing	Feb. 8, 1977	Impedance Audiometry	1 Session	2 hours	15 Therapists 1 Program Manager 1 Supervisor of Speech Correction	1 Audiologist 1 Hearing Therapist
Speech and Hearing Impaired	Feb. 15, 1977	Administrative Reports	1 Session	2½ hours	Entire Division 210 People	1 Assistant Director 3 Supervisors

APPENDIX M.2 (continued)
STAFF DEVELOPMENT SESSIONS FOR STAFF OF THE PRESCHOOL SPEECH AND HEARING SERVICES
FROM SEPTEMBER 1, 1976 - JANUARY 31, 1977

DIVISION	DATE	TOPIC AND/OR TRAINING AREA	NUMBER OF SESSIONS	NUMBER OF HOURS	PARTICIPANT	SPECIALTY/ TITLE OF SPEAKER/LEADER
Preschool Speech and Hearing	Feb. 22, 1977	"Partial Listing of Special Programs Available Within the Division of Special Education". Prepared by Carol Selden (A Booklet)	1 Session	2 hours	10 Therapists	Program Manager
Speech and Hearing Impaired	March 8, 1977	Hearing Therapy and Use of Visual Language Pictures	1 Session	2½ hours	Entire Division 210 People	Hearing Therapist from Penn School for the Deaf Author of Visual Language Pictures
Preschool Speech & Hearing	March 22, 1977	IEP Preparation	1 Session	2 hours	15 Speech and Language Therapist 1 Supervisor Speech Correction 1 Program Manager	Coordinator from Project CONNECT
	March 29, 1977	Psychological Testing	1 Session	2 hours	15 Therapists 1 Supervisor Speech Correction	Psychologist District 3 - School District of Philadelphia

APPENDIX M.2 (continued)

STAFF DEVELOPMENT SESSIONS FOR STAFF OF THE PRESCHOOL SPEECH AND HEARING SERVICES FROM SEPTEMBER 1, 1976 - JANUARY 31, 1977

DIVISION	DATE	TOPIC AND/OR TRAINING AREA	NUMBER OF SESSIONS	NUMBER OF HOURS	PARTICIPANT	SPECIALTY/ TITLE OF SPEAKER/LEADER
Preschool Speech and Hearing	March 22,77 March 18,77 March 31,77	Monterey Language	3 Sessions	2 hours 3 hours 1½ hours	1 Hearing Therapist 3 Speech & Language Therapist	Program Manager
Speech and Hearing Impaired	April 12, 1977	Preschool Speech and Hearing Service: Diagnostic Procedures	1 Session	2½ hours	Entire Division 210 People	Program Manager
PEACH Project	April 21, 1977	Third Party Evaluation Report of PEACH	1 Session	1½ hours	PEACH Staff 15 Therapists 1 Program Director 1 Super Speech Correctio	Project Director
Speech and Hearing Impaired	May 24, 1977	Orientation to Behaviorism and Writing Behavioral Objectives	1 Session	2½ hours	Entire Division 210 People	Professor of Curriculum; Theory and Developmental Temple University
Preschool Speech and Hearing	June 7, 1977	End of Year Evaluation	1 Session	2 hours	15 Therapists	Program Manager

Appendix M.3

SUMMARY OF PEACH TRAINING/ORIENTATION PROGRAMS FOR PARENTS, COMMUNITY LEADERS AND AGENCY REPRESENTATIVES

DATE(S)	TOPIC AND/OR TRAINING AREAS	NUMBER OF SESSIONS/ DAYS	NUMBER OF HOURS/ PER DAY	PARTICIPANTS	TITLE/SPECIALTY OF LEADER/ SPEAKER
Dec. 9, - 1976	Kitchen Toy Chest - For Education Purposes	1 Session	3 Hours	100 People: Parents Teachers Supervisors	1 Educational Diagnostician 1 Social Service Program Specialist
Dec. 23, - 1976	Educational Toys in the Kitchen	1 Session	3 Hours	100 People: Teachers Parents Supervisors	1 Educational Diagnostician 1 Social Service Program Specialist
Jan. 13,- 1977	Parent Partnership Orientation	1 Session	3 Hours	100 Parents, Agency people, District Personnel, and PEACH staff	PEACH Staff Members
Jan. 20, - 1977	Family Service Center Orientation at the Jackson School	1 Session	3 Hours	35 Parents	PEACH Staff Members
Feb. 17, - 1977	PEACH's Impact on the Community (as part of overall program)	1 Session	10 minutes	25 Community people 1 KYW Reporter	1 Educational Diagnostician
Feb. 28, - 1977	Orientation for Diagnostic Center at the Harrity School	1 Session	2 Hours	8 Parents	6 Members of PEACH Staff

APPENDIX M.3 (continued)

SUMMARY OF PEACH TRAINING/ORIENTATION PROGRAMS FOR PARENTS, COMMUNITY LEADERS AND AGENCY REPRESENTATIVES

DATE(S)	TOPIC AND/OR TRAINING AREAS	NUMBER OF SESSIONS / DAYS	NUMBER OF HOURS PER DAY	PARTICIPANTS	TITLE/SPECIALTY OF LEADER/ SPEAKER
March 2, - 1977	Early Identification of Handicapping Conditions (Parent Partnership Workshop)	1 Session	3 Hours	100 Parents	2 Program Managers 1 Educational Diagnostician 1 Social Servic Program Specialist 1 Special Education Supervisor
March 7, - 1977	Speech and Language Development: Middle Ear Infections	1 Session	2 Hours	25 Parents from Head Start	Program Manager of Speech and Language Unit
March 15, - 1977	Harrity Diagnostic Center: Parent Orientation	1 Session	2 Hours	8 Parents	3 PEACH Staff Members
March 18, - 1977	Interfacing Specialized Day Care Centers with Project PEACH	1 Session	3 Hours	15 Day Care Representatives from 15 Agencies	Program Manager
April 12, - 1977	Parent Orientation	1 Session	1 Hour	4 Parents	3 PEACH Staff members.
April 15, - 1977	Using Educational Toys	1 Session	4 Hours	10 Shoppers at John Wanamaker's store	5 PEACH Staff members
April 18, - 1977	Coping with Learning Disabled Children	1 Session	3½ Hours	15 Parents of LD Children 2 District Personnel	1 Psyhologist 1 Educational Diagnostician

Appendix M.3 (Continued)

SUMMARY OF PEACH TRAINING/ORIENTATION PROGRAMS FOR PARENTS, COMMUNITY LEADERS AND AGENCY REPRESENTATIVES

DATE(S)	TOPIC AND/OR TRAINING AREAS	NUMBER OF SESSIONS/ DAYS	NUMBER OF HOURS PER DAY	PARTICIPANTS	TITLE/SPECIALTY OF LEADER/ SPEAKER
April 19, - 1977	IEP Development and Implementation	1 Session	3 Hours	25 Parents of Children Attending West Philadelphia Kencrest School	Program Manager
April 20, - 1977	Slide Show Presentation: Questions and Responses from the Speech and Language Unit	1 Session	3 Hours	200 Adults in Head Start Health Fair	Program Manager of Speech and Language Unit
April 20, - 1977	Early Identification of Handicapped Children	1 Session	45 Minutes	10 Parents of children enrolled in Einstein Growth and Development Center 1 Teacher 1 Administrator of Day Care Center	Program Manager
April 21, - 1977	Information Center for PEACH at Strawbridge and Clothier	1 Session	3 Hours	Approximately 250 Parents	1 Information Specialist 1 Educational Diagnostician
April 23, - 1977	Workshop on Parent Involvement	1 Session	4 Hours	8 Parents 5 District Personnel 5 Agency Representatives	1 Project Director 1 Information Specialist 1 Educational Diagnostician

Appendix M.3 (Continued)

SUMMARY OF PEACH TRAINING/ORIENTATION PROGRAMS FOR PARENTS, COMMUNITY LEADERS AND AGENCY REPRESENTATIVES

DATE(S)	TOPIC AND/OR TRAINING AREAS	NUMBER OF SESSIONS/ DAYS	NUMBER OF HOURS / PER DAY	PARTICIPANTS	TITLE/SPECIALTY OF LEADER/ SPEAKER
April 26, - 1977	Parent Orientation Program at the Harrity Diagnostic Center	1 Session	1 Hour	5 Parents	3 PEACH Staff Members
April 26, - 1977	IEP Development and Implementation	1 Session	3 Hours	25 Parents of Children enrolled at Northeast Ken-Crest School 1 Administrator of School	Program Manager
April 28, - 1977	The PEACH Program	1 Session	45 Minutes	10 Parents from Home and School Organization 4 District Personnel	1 Educational Diagnostician
May 4, 1977	Summertime Activities for Handicapped Children	1 Session	3 Hours	20 Parents 1 Principal - Torresdale School 2 Teachers	Program Manager
May 10, - 1977	IEP Development and Implementation	1 Session	1 Hour	25 Agency Representatives	Program Manager
May 10, - 1977	Parent Orientation Program at the Harrity Diagnostic Center	1 Session	40 Minutes	2 Parents	3 PEACH Staff Members
May 14, - 1977	Child Development: A Developmental Perspective (at the Alternative Hours Program)	1 Session	3 Hours	40 Parents	1 Educational Diagnostician

Appendix M.3 (Continued)

SUMMARY OF PEACH TRAINING/ORIENTATION PROGRAMS FOR PARENTS, COMMUNITY LEADERS AND AGENCY REPRESENTATIVES

DATE(S)	TOPIC AND/OR TRAINING AREAS	NUMBER OF SESSIONS / DAYS	NUMBER OF HOURS / PER DAY	PARTICIPANTS	TITLE/SPECIALTY OF LEADER/ SPEAKER
May 16, - 1977	Speech and Language Development and Disorders	1 Session	2 Hours	30 Parents of LD Children of the Berchus Foundation	Program Manager of Speech and Hearing Unit
May 21, 1977	Training Workshop in Development and Use of Educational Toys for Handicapped Children	(Saturday) 1 Session	4 Hours	80 Parents from West Philadelphia Consortium	1 Educational Diagnostician
May 27, - 1977	Information RE: LAW 94-142	1 Session	2½ Hours	12 Parents of Children enrolled at the Kencrest School 2 Administrators of School	1 Educational Diagnostician
June 22, 1977	IEP Development and Implementation	1 Session	2 Hours	10 Parents of Philadelphia Child Center, Inc.	Program Manager

APPENDIX N

RESOURCE DIRECTORIES

N.1 Resource Directory of Agencies Providing Educational Services to Handicapped Persons in Philadelphia 1977 - 1978 (Birth to 21)

N.2 Partial Listing of Special Programs Available Within the Division of Special Education Philadelphia School System

N.4 Record Keeping Cards - Speech and Hearing Unit

APPENDIX N.1

RESOURCE DIRECTORY OF AGENCIES PROVIDING EDUCATIONAL SERVICES TO HANDICAPPED PERSONS IN PHILADELPHIA

(Birth to 21)

1977 - 1978

P.E.A.C.H. PROJECT
School District of Philadelphia
Division of Special Education
627-2368

I. Pre-School Programs

A. School District of Philadelphia

1. Pre-School Handicapped Program (P.E.A.C.H.)
Stevens Administrative Center, Room B-2
13th & Spring Garden Sts. (19123)
Dr. June Hairston Brown, Assistant Director
Telephone: 627-2380

2. Get Set Day Care
Stevens Administrative Center, 2nd Floor
13th & Spring Garden Sts. (19123)
Mr. Bertram H. Snead, Jr., Director
Telephone: 299-7400

3. Education of Young Children (Kindergarten and Child Care)
Administration Building, Room B-9
21st & Parkway (19103)
Miss Frances M. Becker, Director
Miss Shirley Stephen, Assistant Director
Telephone: 299-7934

Child Care Centers
Head Start (Summer Programs)
Kindergarten
Parent Nurseries
Prekindergarten
Walnut Center

4. Prekindergarten Head Start
Administration Building, Room 500
21st & Parkway (19103)
Mrs. Elaine Spain, Administrator
Telephone: 299-7712

5. Model Services for Handicapped Infants
Stevens Administrative Center, Room 106
13th & Spring Garden Sts. (19123)

APPENDIX N.1

I. Pre-School Programs

B. Private Schools

Ashbourne School (Ages: 5-18)
Ashbourne Road & Park Avenue
Elkins Park, PA 19117 Contact: Dr. Decker

Delta School
3515 Woodhaven Road (Ages: 4-16)
Philadelphia, PA 19154 Contact: Selma Carson

Douglass T. Davidson School (Ages: 3-21)
111 Elwyn Road
Elwyn, PA 19063 Contact: Dr. Kints

Fuhman Clinic School (Ages: 3-8)
✓ 2425 N. 59th Street
Philadelphia, PA 19131 Contact: Jack Ambrozi

George Crothers Memorial School (Ages: 3-14)
Two Chester Road
Wallingford, PA 19086

Geneva Academy (Ages: 3-7)
928 Christian Street
Philadelphia, PA 19144 Contact: Ms. Chiaravallo

Greentree School (Ages: 4-16)
143 W. Walnut Lane
Philadelphia, PA 19144 Contact: Dr. Albert Silverman

Greenwich Home for Children
2601 S. 9th Street
Philadelphia, PA Contact: Mr. David Miller

Home of the Merciful Savior for Crippled Children (Ages: 4-12)
for Crippled Children
4400 Baltimore Avenue
Philadelphia, PA 19104 Contact: Margaret Loysle

Lafayette School (Ages: 4-14)
5800 N. Marvine Street
Philadelphia, PA Contact: Dr. Jerry Miller

Lincoln Day Nursery
NE Corner 19th & Ellsworth Streets
Philadelphia, PA 19146 Contact: Mrs. Ballard

The Melmark School (Ages: 4-21)
Wayland Road
Berwyn, PA 19312 Contact: Mrs. Renee Paul

I. Pre-School Programs (continued)

B. Private Schools (continued)

Parkway Day School (Ages: 4-16)
130 W. Schoolhouse Lane
Philadelphia, PA 19144 Contact: Silvia Heyman

The Pennsylvania School for the Deaf (Ages: 4-21)
7500 Germantown Avenue
Philadelphia, PA 19119 Contact: Mrs. Anderson

St. Christopher's Hospital for Children, (Ages: 2½-6)
Day Care Center
2603 N. 5th Street
Philadelphia, PA 19133

Summit School (Ages: 4-21)
2140 Trenton Road
Levitown, PA 19056 Contact: Dr. F. Helsinger
Ms. Marilyn Chua, Director 427-5513

Timothy School (Ages: 3-8)
625 Montogmery Avenue
Bryn Mawr, PA 19010

Upsal Day School, Center for the Blind (Ages: 3-18)
220 W. Upsal Street
Philadelphia, PA 19119 Contact: Mrs. V. Alexander
Telephone: GE8-3030

The Woods School (Ages: 4-21)
Langhorne, PA 19047
Telephone: 757-3731

APPENDIX N.1

I. Pre-School Programs

C. Non-School District Programs

1. Title XX Day Care Programs

Agency	Contact	Telephone
Association for Jewish 1301 Spencer Street, 19141	Mr. Joseph Taylor	LI9-9000
Community Development Day Care 5359 Wynnefield Avenue, 19131		GR3-0696
Center for the Blind Upsal Day School 220 W. Upsal Street, 19119	Mr. Guru Sharma	GE8-3030
Community Concern #13 2909 W. Columbia Avenue, 19121	Andrea L. Brown	684-2075
Children's Village Day Care Center 801 Arch Street, 19107	Eileen Donohoe	925-2440
Einstein Growth and Development Center 4343 Whitaker Avenue, 19124	Anne Boyle	GA3-4772
Hahnemann Day Care Center for Exceptional Children 916 Corinthian Ave 19130	Carolyn Taylor	PO9-0400
Philadelphia Housing Authority: Paschall Child Development Center 7212 Woodland Avenue, 19142	Sally Pomerantz	365-1127
Passyunk Day Care Center 3111 S. 23rd Stret	Florence Nedell	336-3240
Southwark Home Day Care Center 1025 S. 4th Street, 19147	Helen Womack	DE6-3240
Philadelphia Parent/Child Center 920 Boston Street, 19133	Mrs. Jewel Ndulula	CE2-3456
Lincoln Day Nursery 19th and Ellsworth Streets, 19146	Mrs. Madaline Ballard	PE2-7333
Mill Creek Community Center 4624 Lancaster Avenue	Doris Wynn	GR3-2880
Ken Crest Centers, Inc. Philadelphia Day Care Services 1617 J.F.K. Boulevard-Rm.320, 19103	Micheal Gregoire	568-7074
Kensington/Kingstown Center 3rd and Dauphin Streets, 19133	Ms. Shelly Brick	GA6-1490

APPENDIX N.1

I. Pre-School Programs

C. Non-School District Programs

2. MH/MR Funded Pre-school Programs

Agency	Contact	Telephone
Albert Einstein Community MH/MR Center, Infant Stimulation Program Old York Road and Somerville Avenue	Mrs. Barbara Kirschner	GL7-7800
Center for the Blind 220 W. Upsal Street, 19119	Mr. Guru Sharma, Director	GE8-3030
Consortium Southwest Counselling Center 6080 Woodland Avenue, 19142	Mr. Joseph Hoching, Director	SA4-3936
Developmental Disabilities 60th and Master Street 32nd and Powelton Avenue	Bryan Moore	
Children's Hospital Early Intervention Program Psychological Pediatrics Department 34th and Civic Center Boulevard	dman Joan Goo[illegible], Ed D	EV6-7000 x 416
Child Guidance Clinic Pre-School Unit 34th and Civic Center Boulevard	Gloria Weis	EV7-6100 x 294
Einstein Growth and Development Center 4343 Whitaker Avenue, 19124	Mr. Harvey Snyder, Director Ms. Erin Leff	GA3-4772
Greenwich Home (residential only) Early Intervention Program 2601 S. 9th Street	Karen Kangas	465-1777
Hahnemann MH/MR Center 314 N. Broad Street, 19102	Dr. Lillian Cohen, Director	LO8-0860
Hall Mercer Community MH/MR Center Home Management Program 8th and Spruce Streets	Inez Fishback	829-5270 or 5273
Jefferson Community MH/MR Center Northeast Growth and Development Agency Early Intervention Program 130 S. 9th Street	James Tressler	829-7654

APPENDIX N.1

I. Pre-School Programs

C. Non-School District Programs

2. MH/MR Funded Pre-school Programs (continued)

Agency	Contact	Telephone
Ken Crest Centers Early Intervention Program 7965 Fillmore Street	D. Michael Gregoire	568-7074
Ken Crest Centers 320 Suburban Station Building 1617 J.F.K. Blvd., 19103	Rev. Lee Wesley, Director Mr. Dennis Cooke	568-7074
North Central Base Service Unit Early Intervention Programs 3701 N. Broad Street	Catherine Weis	226-5000
Northeast Growth & Development Ctr. Comly & Colgate Streets, 19120	Mr. Howard Kaufman, ACSW, Executive Director Mr. Paul Schwartz, Program Director	FI2-1133
Northwest Child Development Ctr. 6915 Germantown Avenue, 19117	Mrs. Yvonne Vance, Director	GE8-3104
St. Christopher's Hospital Handicapped Children's Unit Communication Disorders Program Home Training Program Early Assessment & Training Program 2603 N. 5th Street	Carol Towne (Communication Disorders) David Massari	427-5526
United Cerebral Palsy Association of Philadelphia & Vicinity Early Intervention Program 4700 Wissahickon Avenue	Judy Hoot~~y~~man	842-0500

For the following pre-school programs, look under Title XX Day Care Programs:

Community Development Day Care 5359 Wynnefield Avenue, 19131	GR3-0696
W. Philadelphia Consortium Day Care Center 2950 S. 70th Street	365-2053
Developmental Disabilities Day Care Center 60th & Master Streets, 19151	879-6800
Hahnemann Day Care 916 Corinthian Avenue, 19130	PO9-0400

APPENDIX N.1

I. Pre-School Programs

C. Non-school District Programs

3. Title I Funded Pre-School Programs

Agency	Contact	Telephone
Albert Einstein Community MH/MR Center Pediatric Intervention and Service Program Old York Road & Somerville Avenue	Mrs. Barbara Kirschner Mr. Harvey Snyder	GL7-7800
Children's Hospital of Philadelphia Infant & Preschool Day Treatment Program 34th & Street & Civic Center Blvd.	Joan Goodman, Ed D.	387-6000 x 420
KenCrest Centers Northeast Growth & Development Agency Early Intervention Program 7965 Fillmore Street	Mrs. Elizabeth Faust (568-7074)	342-9800
North Central Philadelphia Community MH/MR Center Home based Infant Stimulation Project 3701 N. Broad Street	Mrs. Tish Gandy	226-5000
St. Christopher's Hospital Handicapped Children's Unit 2603 N. 5th Street	Mrs. Arlette Harwood Dr. John Bartram	427-5515 427-5474
United Cerbral Palsy Association of Philadelphia Early Identification & Intervention Program 4700 Wissahickon Avenue	Bill Dibble	842-0500

APPENDIX N.1

I. Pre-School Programs

C. Non-school District Programs

4. Other Community Agencies

Pre-School

Asociacion Puertorreguenos en Morcha, Inc. 2247 Germantown Avenue, 19133	All Ages
Center for Preschool Services Franklin Institute Research Labs	0-6
Childrens Heart Hospital Conshohocken Avenue, 19131	
ComHar Community MH/MR Center Developmental Disabilities Unit 2561 N. Front Street 425-2583	0-6 6-18 18-21 21-59
Developmental Center for Autistic Children 120 N. 48th Street, 19139 747-6900	0-6 6-18
Philadelphia Psychiatric Center Community MH/MR 4900 Wyalusing Avenue, 19131 877-0252	0-6 6-18 18-21 21-+
Salvation Army Settlement Day Care Center 224 S. 3rd Street, 19106	3-5
Samuel Paley Day Care Center Strahle and Horrocks Street, 19152 725-8930	0-6
Special People in N.E., Inc. 3323 Woodhaven Road, 19154 637-3488	0-6 6-18 18-21 21 +
The Institute for Achievement of Human Resources 8801 Stanton Avenue, 19118 233-2050	0-6 6-18 18-21 21 +
Woodhaven Center 2900 Southampton Road, 19154 373-5001	

II. School Age Programs (Ages: 5-21)

A. SCHOOL DISTRICT OF PHILADELPHIA

Special Education
Stevens Administrative Center, first floor
13th and Spring Garden Streets, 19123
Telephone: 925-3917

Dr. Winifred L. Tillery, Executive Director

1.	AT	Academically Talented
2.	DET	Detention
3.	EMR	Educable Mentally Retarded
4.	EMR-VOC	Educable Mentally Retarded-Vocational
5.	HI	Homebound Instruction
6.	LD	Learning Disabled
7.	OH	Orthopedically Handicapped
8.	RD	Remedial Disciplinary
9.	RR	Resource Room Program
10.	RE-ED	Retarded Educable-Emotionally Disturbed
11.	SPI	Severely and Profoundly Impaired
12.	SHI	Speech and Hearing Impaired
13.	SED	Socially and Emotionally Disturbed
14.	TMR	Trainable Mentally Retarded
15.	TMR-VOC	Trainable Mentally Retarded-Vocational
16.	VH	Visually Handicapped

II. School Age Programs (Ages: 5-21)

B. Private Schools - Philadelphia only:

1. Non-Parochial

a. The Columbia School, 1903 Spruce Street, 19103
phone: 546-1515
Classes for the Socially and Emotionally Disturbed
Ages:

b. The Columbia School Annex-Kensington
1505 Frankford Avenue, 19125
phone:
SED
Ages:

c. The Columbia School Annex-Spring Garden Campus
1720 Mt. Vernon Street, 19130
phone:
SED
Ages:

d. Delta School, 3515 Woodhaven Road, 19154
phone:
Classes for the Brain Damaged and Socially and Emotionally Disturbed
Ages:

e. Geneva Academy Annex, 928 Christian Street, 19147
phone: 946-2161
Classes for the Brain Damaged
Ages:

f. Greentree School, 143 W. Walnut Lane, 19144
phone: 844-2324
Classes for the Brain Damaged and Socially and Emotionally Disturbed
Ages:

g. Home of the Merciful Savior, 4400 Baltimore Avenue, 19104
phone: 222-2566
Residential School for Cerebral Palsy Children
Ages:

h. Lafayette School, 3800 N. Marvine Street, 19141
phone: 548-7200
Classes for Brain-Damaged Children
Ages:

i. Morrell School, 5301 Chew Avenue, 19138
phone: 338-1571
Classes for the Socially and Emotionally Disturbed
Ages: 12-17

II. School Age Programs (Ages: 5-21)

B. Private Schools - Philadelphia only:

1. Non-Parochial (continued)

j. Overbrook School for the Blind, 6333 Malvern Avenue, 19151
phone: 877-0313
Classes for the Blind
Ages:

k. Parkway Day School, 130 W. Schoolhouse Lane, 19144
phone: 843-9047
Classes for the Brain Damaged and Socially and Emotionally Disturbed
Ages:

l. The Pennsylvania School for the Deaf, 7500 Germantown Avenue, 19119
phone: 247-9700
Classes for the Deaf
Ages:

m. St. Christopher's Hospital for Children, 2603 N. 5th Street, 19133
phone: 427-5000
Classes for the Brain Damaged, Cerebral Palsy and Deaf
Ages:

n. St. Christopher's Hospital for Children Annex,
2661 N. Lawrence Street, 19133
phone:
Classes for the Mentally Retarded
Ages:

o. Upsal Day School for Blind Children, 220 W. Upsal Street, 19119
phone: 438-3030
Classes for the Blind
Ages:

2. Parochial

a. Archdiocese of Philadelphia

(1) Archbishop Ryan, 3509 Spring Garden Street, 19104
phone: 387-1711'
Classes for the Acoustically Handicapped
Sister St. Esther, Director of Admission/Intake

(2) Don Guanella School, Sprawl Road, Springfield DelCo, PA
phone: KI3-1418
Classes for the Mentally Retarded (Only Ambulatory Children)

(3) Morrell School, 5301 Chew Avenue,
phone: 438-3766
Classes for Socially Disturbed Adolescents

II. School Age Programs (Ages: 5-21)

C. Community Agencies

Pam Lynn Village, Inc.
6411 Wayne Avenue
Philadelphia, PA 19144
438-7511

Ages: 18-21
also

Woodhaven Center (See I., C., 4)

Work Study Program
Temple University Hospital
Broad and Ontario Street
Philadelphia, PA 19140
221-3995

Southern Home for Children
3200 S. Broad Street
Philadelphia, PA 19145
334-4319

II. School Age Programs (Ages: 5-21)

B. Privat Schools - Philadelphia only:

2. Parochial

a. Archdiocese of Philadelphia (continued)

(4) Our Lady of Confidence, 10th & Lycoming Streets, Logan 19140
phone: DA9-2697
Classes for the Mentally Retarded

(5) St. Edmond's Home, 320 S. Roberts Road, Rosemont, PA
phone: LA5-0206
Classes for the Orthopedically Handicapped

(6) St. Katherine's Day School, Lancaster & Bowman Avenues,
phone: TE9-4332
Classes for the Mentally Retarded

(7) St. Lucy's Day School, 929 S. Farragut Terrace,
phone: EV2-6325
Classes for the Blind

(8) St. Mary of Providence Institute Special School,
Elverson, PA
phone: 942-4166
Classes for the Mentally Retarded, Slow Learners, Speech and Hearing Impaired and Orthopedically Handicapped

b. Hebrew

(1

(1) Beth Jacob School, High School Road & Montogomery Avenue,
Elkins-Park, PA 19117
phone: ME5-6805
Learning Disabilities
Contact: Mr. Yitzchak Twersky, Director of Guidance Services in Special Education

III. Programs for Ages 18-21 Years

A. School District of Philadelphia (See II. A)

B. Community Agencies

The Bureau of Vocational Rehabilitation
11401 Roosevelt Boulevard, 19154
671-5176

The Office for the Visually Handicapped
1400 Spring Garden Street, 19130
238-7536
Sebastian Dewanop, Rehabilitation Services

PARC Developmental Center Ages: 18-60
2400 West Westmoreland Street, 19129
BA9-6859
Director: Mr. Alex Guidotti
Social Worker: Mr. William Morrison

Work Adjustment Center Ages: 16-60
Wayne & Windrim Avenues, 19144
329-8313
Director: David D. Stephens
Intake Counselor: Donna Portuoy

SPARC
South Philadelphia Area Rehabilitation Center
Broad & Federal Streets, 19145

SPIN Enterprises Ages: 21-60
Special People in the Northeast
4706 Blakeston Street, 19136
DE3-7022
Director: Mr. William Moran

Goodwill Industries Ages: 16-60 if BVR Funds
11401 Roosevelt Bouelvard Ages: 14-15 if Woodhaven Funds
698-9000 x 237
Intake Counselor: Ruth Martin

Sheltered Employment Services Ages: 18-64
Front and Venango Streets, 19130
GA5-6116

United Cerebral Palsy Association
of Philadelphia & Vicinity Ages: Infant-5.7
4700 Wissahickon Avenue, 19144 18-60
842-0500
Executive Director: Steve Sheridan

Mayor's Office for the Handicapped
Room 121, City Hall Ages: 18-up
MU6-4570

III. Programs for Ages 18-21 Years

B. Community Agencies (continued)

Vocational Rehabilitation Program DD all ages
Department of General Services VOC 18 + up
Office of MH/MR, Philadelphia ERS all ages
MU6-7850
Social Workers for supportive Services: Marg Haussman

Research Institute for Creative Living
Craftsman Boutique Ages: 21 + up
69 West Chelten Avenue, 19144
843-3835
President: Florence Starbuck

Upsal Day School Center for the Blind
220 West Upsal Street, 19119 Ages: 3-21
438-3030
Director: Mr. Guru P. Sharma

Centralized Placement Service Ages: 18-+ up
PARC
2400 West Westmoreland Street, 19129
BA9-6860

Ronald Bruce Nipon Association Ages: 18-50
1100 Oak Lane Avenue, 19129
LI[illegible]-0550, 988-0550
Executive Director: Russel Gland

PARC
2400 West Westmoreland Street, 19129
BA9-6859
Director: Alex Guidotti

Programs for Exceptional People workshop - 18 + up
2611 S. Broad Street, 19148 pre-voc. - 18 + up
463-2600, or 389-4006
Executive Director: Martin A. Novelli, PhD.

Hall-Mercer Learning Center Birth - Death
8th & Locust Street, 19145
829-5294
Directors: Lawrence A Kaiden

Hahnemann Community MH/MR Center Adolescents - 13-17
Developmental Disabilities 18 + up
314 N. Broad Street, 19102
LO8-0860 x 351
Unit Director: Joan Z. Morein

Presented
2/23/77

APPENDIX N.2

PARTIAL LISTING OF SPECIAL PROGRAMS AVAILABLE WITHIN THE
DIVISION OF SPECIAL EDUCATION
PHILADELPHIA SCHOOL SYSTEM

Prepared by Carol Selden,
Program Manager, Pre School
Speech and Hearing Service

2/22/77

Programs for the Hearing Handicapped

Mr. James F. Guerin, Supervisor

There are several programs for the hearing impaired. A child is placed in the least restrictive of these programs based on his/her hearing acuity, cognitive and language skills. The following is a list of these programs in order of least restrictive to most restrictive:

Itinerant Services

Resource Room-½ hour daily

Part Time Class- District 8

Self Contained Class-Taught by Hearing Therapist or Teacher of the Deaf.

Martin School-for children who need total communication.

Referral Procedure

1. Procedure outlined in handbook. Referrals are made to the Supervisor of the Hearing Handicapped requesting itinerant services for a particular child.
2. In the Comments section indicate which of these programs would benifit the child most. These comments should be made in consultation with the Program Manager and/or Pre School Speech and Hearing Advisor.
3. Final decision as to which program will best benifit the child will be made by the Supervisor of the Hearing Program.
4. Forward a list of names of children who will require service from the hearing department in September, 1977 to the Program Manager before April 1, 1977. Indicate you initial impressions as to which program you want the child considered.

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APPENDIX N.2

THE SCHOOL DISTRICT OF PHILADELPHIA

MEMORANDUM

TO NAME AND OFFICE Counselor, Martin School	FILE NO.
	DATE
FROM NAME AND OFFICE Carol J. Selden, Program Manager, PreSchool Speech and Hearing Service	SENDER'S TELEPHONE EV 7-1819
SUBJECT Referral to Martin School	

Re: Name:

Address:

District:

Telephone:

The PreSchool Speech and Hearing Service recommends ______________________ for evaluation and consideration for admission to the Martin School. Reports enclosed.

cc: Ann H. Barrick, Speech Correction, PreSchool Speech & Hearing Service
James Guerin, Supervisor of Hearing Handicapped
Miss Theresa A. Chletcos, Principal, Martin School

2/22/77

Speech and Language Therapy
Mrs. Vivian T. Barrett, Supervisor
Mrs. Ann. H. Barrick, Supervisor

1. Follow procedures in handbook.

22. Forward a list of names of children who will require itinerant speech therapy in September, 1977 to the Program Manager prior to April 1, 1977.

APPENDIX N.2

2/22/77

Programs for the Learning Disabled

All referrals to the Learning Disabilities Programs are made through the Cornman Diagnostic Center.

Miss Harriet Grass, Principal
Mr. Raymond Ostrowski, Assisstant Principal

The learning disabled children accepted to attend the Cornman School are those most seriously impaired and in need of supportive services for their perceptual and educational deficiencies. Less seriously impaired learning disabled children are placed in one of the self contained classrooms in the district where they live.

**A learning disabled child is one who is experiencing learning problems but has normal potential and indications of neurological dysfunction or damage.

Procedure for Referral

1. Forward appropriate form letter to Program Manager.
2. The Program Manager in conjunction with the Supervisor of Speech Correction will submit a request for Psychological Services.
3. The Psychologist is responsible for making the decision as to whether or not the child is learning disabled.

**Each child must have had a psychlogical and a neurological evaluation prior to being accepted into the Learning Disabilities Program. If the psychological report clearly indicates a need for L.D. placement the neurological need not be positive. If the psychological report states the L.D. placement is appropriate pending the results of the neurological evaluation then the neurological evaluation must indicate brain dysfunction or damage.

THE SCHOOL DISTRICT OF PHILADELPHIA

MEMORANDUM

TO — NAME AND OFFICE Miss Harriet Grass, Principal, Cornman School	FILE NO.
	DATE
FROM — NAME AND OFFICE Carol Joyce Selden, Program Manager, PreSchool Speech and Hearing Service	SENDER'S TELEPHONE EV 7-1819
SUBJECT Referral to Cornman Diagnostic Center (Language Class)	

Re: Name:

Address:

District:

Telephone:

I am requesting that the Cornman Multidisciplinary Team consider for admission to the Language Class. In the event the team feels ________________________ is not a candidate for the Language Class please consider him/her for placement in an L.D. classroom where he/she can receive appropriate supportive services in speech and language.

Reports are enclosed.

If you have any questions please contact me.

Thank you for your time and consideration.

cc: Loretta Tullin
Arlene Swidler
Ann Barrick

APPENDIX N.2

2/22/77

Programs for the Emotionally Disturbed

Mr. Joseph Carfioli, Supervisor

Programs for the Emotionally Disturbed service children who are mild to moderately disturbed and are experiencing learning problems due to the emotional disturbance. Unless a child is known to be emotionally disturbed he should enter a regular kindergarten.

Following a psychological evaluation and staffing a decision is made as to whether the child be considered for a self contained class or other supportive services.

Procedure for Referral

1. Inform the Program Manager, in writing, about the child you wish to refer for placement in a program for the emotiomally disturbed.
2. The Program Manager in conjunction with the Supervisor of Speech Correction will submit a request for psychological services.
3. The psychological must indicate a need for placement in an E.D. setting.
4. A referral is then made to the district office where the child lives.
5. All reports are sent to the district office.
6. A copy of the psychological is sent to Mr. Joseph Carfioli

APPENDIX N.2

THE SCHOOL DISTRICT OF PHILADELPHIA

MEMORANDUM

TO NAME AND OFFICE

Mr. Joseph Carfioli, Supervisor, Programs for the Emotionally Disturbed

FILE NO.

DATE

FROM NAME AND OFFICE

Carol J. Selden, Program Manager, PreSchool Speech and Hearing Service

SENDER'S TELEPHONE

EV 7-1819

SUBJECT

Referral to Programs for the Emotionally Disturbed

Re: Name:

Address:

District:

Telephone:

________________________________ has been referred to the District ________ Office for consideration to be placed in a program for emotionally disturbed children.

______ Enclosed is a copy of the Psychological.

______ A psychological has been scheduled and will be forwarded to you shortly.

Please contact me if you have any questions.

Thank you for your consideration and time.

FORM S 30—MEMORANDUM—SCHOOL DISTRICT OF PHILADELPHIA (JUNE 1969).

2/22/77

Programs for the Severly and Profoundly Impaired (SPI)

SPI programs consist of self contained classrooms where retarded children receive daily instruction and additional supportive services as needed.

In accordance with state guidelines these children have been tested to have I.Q. scores of 40 or below.

Referral Procedures

1. Inform the Program Manager, in writing, about the child you wish to refer to the SPI program.
2. The Program Manager in conjunction with the Supervisor of Speech Correction will submit a request for Psychological Services.
3. The referral procedure from that point on is in the hands of the psychologist. The clinician and Program Manager will continue to follow the progress of the "case" until the child is placed.

APPENDIX N.2

2/22/77

Special Education Resource Room Program
Mr. Stan Frand, Coordinator

The Resource Room services mildly handicapped children who can be placed in a regular school setting. These children may be learning disabled, retarded educable or emotionally disturbed. The amount of time the child spends in the resource room depends on the extent of the handicap. The average time is one hour each day. The resource room teacher also offers consultant services to the regular classroom teacher.

Children are placed in resource rooms in the schools where they attend or the child is placed in the closest school that has a resource room. At present there are 20 elementary schools housing Special Education Resource Rooms.

Referral Procedures

1. Inform the Program Manager, in writing, about the child you wish to refer to the Resource Room.
2. The Program Manager in conjunction with the Supervisor of Speech Correction will submit a request for psychological services.
3. The child may be referred to the resource room while waiting for the psychological.
4. The referral is made to the teacher of the resource room where the child will attend.
5. This referral will be made by sending a memo from the Program Manager and the referring clinician to the appropriate resource room teacher.

THE SCHOOL DISTRICT OF PHILADELPHIA

MEMORANDUM

TO	NAME AND OFFICE	FILE NO.
		DATE
FROM	NAME AND OFFICE Carol J. Selden, Program Manager, PreSchool Speech and Hearing Service	SENDER'S TELEPHONE EV 7-1819
SUBJECT	Referral to Resource Room	

Re: Name:

Address:

District:

Telephone:

We are recommending that ______________________________ be considered to receive supportive service from a Special Education Resource Room. Reports on ______________________________'s speech and language needs are included.

__________ Enclosed is a copy of the Psychological Report.

__________ A copy of the psychological will be sent to you shortly.

Thank you for your consideration and time.

cc: Stan Fran, Coordinator
Ann Barrick, Supervisor of Speech Correction

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FORM # 30—MEMORANDUM—SCHOOL DISTRICT OF PHILADELPHIA (JUNE 1968)

APPENDIX N.4

Record Keeping Cards - Speech and Hearing Unit

APPENDIX N.4

Name: ______________________________ **Reference No.:** ______________________

Birthdate: ______________________

Address & Zip Code: ______________________ **Date Eval.:** ______________________

Disposition: ______________________

Phone No: ______________________

Date Admitted: ______________________

Parents: ______________________ **Therapist:** ______________________

Diagnosis: ______________________ **NO. Sessions:** ______________________

Referred by: ______________________

Attendance Record:

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Remarks:

Name: ______________________________ **Reference No.:** ______________________

Birthdate: ______________________

Address & Zip Code: ______________________ **Date Eval.:** ______________________

Disposition: ______________________

Phone No.: ______________________

Date Admitted: ______________________

Parents: ______________________ **Therapist:** ______________________

No. Sessions: ______________________

Diagnosis: ______________________

Referred by: ______________________

NOTES:

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APPENDIX O

WEEKLY SUMMARY OF ACTIVITIES - FORM 18-440

O.1 Program Manager for PEACH

O.2 Program Manager for Speech and Hearing Clinics

O.3 Information Specialist

O.4 Educational Diagnostician

O.5 Social Worker

O.6 Educational Specialist

O.7 Psychologist

O.8 Teacher of Preschool Hearing Impaired

O.9 Teacher of Preschool Speech Correction/Hearing Impaired

O.10 Coordinator for Parent Partnership Resource Center

O.11 Family Service Teacher

O.12 Family Service Classroom Aide

O.13 Physical Therapist

O.14 Financial Management Trainee

O.15 Directions for Completing Form 18-440

APPENDIX O.1

WEEKLY SUMMARY OF ACTIVITIES – FORM 18-440

NAME ________________ SCHOOL ________________ PROJECT ________________

DIRECTIONS: Record the total amount of TIME in terms of Hours (H) and Minutes (M)

OFFICE OF
RESEARCH & EVALUATION
TITLE ONE
EVALUATION SERVICES

MARKING INSTRUCTIONS
- Use Black lead pencil only.
- Make heavy black marks that fill circles completely.
- Make NO stray marks on either side of this sheet.
- ●● Proper Marks
- Erase completely any answer you wish to change.

Program Manager for PEACH Staff: Total time per day - 6-3/4 hrs./405 minutes

ACTIVITY	MON	TUE	WED	THU	FRI	ACTIVITY	MON	TUE	WED	THU	FRI
Staffing with Multi-disciplinary Team	H ①②③④⑤ M ⑩⑳㉚㊵㊿	H ①②③④⑤ M ⑩⑳㉚㊵㊿	H ①②③④⑤ M ⑩⑳㉚㊵㊿	H ①②③④⑤ M ⑩⑳㉚㊵㊿	H ①②③④⑤ M ⑩⑳㉚㊵㊿	Coordinating MDT Team (preplanning staff scheduling, children	H ①②③④⑤ M ⑩⑳㉚㊵㊿	H ①②③④⑤ M ⑩⑳㉚㊵㊿	H ①②③④⑤ M ⑩⑳㉚㊵㊿	H ①②③④⑤ M ⑩⑳㉚㊵㊿	H ①②③④⑤ M ⑩⑳㉚㊵㊿
Writing Report	H ①②③④⑤ M ⑩⑳㉚㊵㊿	H ①②③④⑤ M ⑩⑳㉚㊵㊿	H ①②③④⑤ M ⑩⑳㉚㊵㊿	H ①②③④⑤ M ⑩⑳㉚㊵㊿	H ①②③④⑤ M ⑩⑳㉚㊵㊿	Conferences with Supervising PEACH staff re: progress reports, test interp., evaluations, follow-ups	H ①②③④⑤ M ⑩⑳㉚㊵㊿	H ①②③④⑤ M ⑩⑳㉚㊵㊿	H ①②③④⑤ M ⑩⑳㉚㊵㊿	H ①②③④⑤ M ⑩⑳㉚㊵㊿	H ①②③④⑤ M ⑩⑳㉚㊵㊿
Conferences with Project Directors/ Administrator	H ①②③④⑤ M ⑩⑳㉚㊵㊿	H ①②③④⑤ M ⑩⑳㉚㊵㊿	H ①②③④⑤ M ⑩⑳㉚㊵㊿	H ①②③④⑤ M ⑩⑳㉚㊵㊿	H ①②③④⑤ M ⑩⑳㉚㊵㊿	Responding to parents, inquiries (phone, letter	H ①②③④⑤ M ⑩⑳㉚㊵㊿	H ①②③④⑤ M ⑩⑳㉚㊵㊿	H ①②③④⑤ M ⑩⑳㉚㊵㊿	H ①②③④⑤ M ⑩⑳㉚㊵㊿	H ①②③④⑤ M ⑩⑳㉚㊵㊿
Meetings and Presentations task force, district, etc. (incl. preparation)	H ①②③④⑤ M ⑩⑳㉚㊵㊿	H ①②③④⑤ M ⑩⑳㉚㊵㊿	H ①②③④⑤ M ⑩⑳㉚㊵㊿	H ①②③④⑤ M ⑩⑳㉚㊵㊿	H ①②③④⑤ M ⑩⑳㉚㊵㊿	Agencies: consultations, visitations, placement, workshops	H ①②③④⑤ M ⑩⑳㉚㊵㊿	H ①②③④⑤ M ⑩⑳㉚㊵㊿	H ①②③④⑤ M ⑩⑳㉚㊵㊿	H ①②③④⑤ M ⑩⑳㉚㊵㊿	H ①②③④⑤ M ⑩⑳㉚㊵㊿
Travel	H ①②③④⑤ M ⑩⑳㉚㊵㊿	H ①②③④⑤ M ⑩⑳㉚㊵㊿	H ①②③④⑤ M ⑩⑳㉚㊵㊿	H ①②③④⑤ M ⑩⑳㉚㊵㊿	H ①②③④⑤ M ⑩⑳㉚㊵㊿	Staff Development Preparation and Delivery	H ①②③④⑤ M ⑩⑳㉚㊵㊿	H ①②③④⑤ M ⑩⑳㉚㊵㊿	H ①②③④⑤ M ⑩⑳㉚㊵㊿	H ①②③④⑤ M ⑩⑳㉚㊵㊿	H ①②③④⑤ M ⑩⑳㉚㊵㊿
	H ①②③④⑤ M ⑩⑳㉚㊵㊿	H ①②③④⑤ M ⑩⑳㉚㊵㊿	H ①②③④⑤ M ⑩⑳㉚㊵㊿	H ①②③④⑤ M ⑩⑳㉚㊵㊿	H ①②③④⑤ M ⑩⑳㉚㊵㊿	General Administration/ Managerial Duties	H ①②③④⑤ M ⑩⑳㉚㊵㊿	H ①②③④⑤ M ⑩⑳㉚㊵㊿	H ①②③④⑤ M ⑩⑳㉚㊵㊿	H ①②③④⑤ M ⑩⑳㉚㊵㊿	H ①②③④⑤ M ⑩⑳㉚㊵㊿
Performing non-Program Manager Activities as Directed	H ①②③④⑤ M ⑩⑳㉚㊵㊿	H ①②③④⑤ M ⑩⑳㉚㊵㊿	H ①②③④⑤ M ⑩⑳㉚㊵㊿	H ①②③④⑤ M ⑩⑳㉚㊵㊿	H ①②③④⑤ M ⑩⑳㉚㊵㊿	Talks to parents/groups (P.R. Workshops	H ①②③④⑤ M ⑩⑳㉚㊵㊿	H ①②③④⑤ M ⑩⑳㉚㊵㊿	H ①②③④⑤ M ⑩⑳㉚㊵㊿	H ①②③④⑤ M ⑩⑳㉚㊵㊿	H ①②③④⑤ M ⑩⑳㉚㊵㊿

NO. CLASSES					NO. TEACHERS				
M	T	W	T	F	M	T	W	T	F
⓪①②③④⑤⑥⑦⑧⑨	⓪①②③④⑤⑥⑦⑧⑨	⓪①②③④⑤⑥⑦⑧⑨	⓪①②③④⑤⑥⑦⑧⑨	⓪①②③④⑤⑥⑦⑧⑨	⓪①②③④⑤⑥⑦⑧⑨	⓪①②③④⑤⑥⑦⑧⑨	⓪①②③④⑤⑥⑦⑧⑨	⓪①②③④⑤⑥⑦⑧⑨	⓪①②③④⑤⑥⑦⑧⑨

A

School			I.D. No.			Grade		Yrs	Pg.
⓪①②③④⑤⑥⑦⑧⑨	⓪①②③④⑤⑥⑦⑧⑨	⓪①②③④⑤⑥⑦⑧⑨	⓪①②③④⑤⑥⑦⑧⑨	⓪①②③④⑤⑥⑦⑧⑨	⓪①②③④⑤⑥⑦⑧⑨	⓪①②③④⑤⑥⑦⑧⑨		⓪①②③④⑤⑥⑦⑧⑨	⓪①②③④⑤⑥⑦⑧⑨

D F

Period Beg.		Absent		Prog.		COP Prog.
Sep ○ Oct ○ Nov ○ Dec ○ Jan ○ Feb ○ Mar ○ Apr ○ May ○ Jun ○	⓪①②③④⑤⑥⑦⑧⑨	⓪①②③④⑤⑥⑦⑧⑨	⓪①②③④⑤⑥⑦⑧⑨	⓪①②③④⑤⑥⑦⑧⑨	⓪①②③④⑤⑥⑦⑧⑨	Yes No Sex Ⓕ Ⓜ WORK SCHEDULE ○ ○ ○ ○

G I

NCS Trans-Optic F2482-54321

WEEKLY SUMMARY OF ACTIVITIES – FORM 18-440

NAME ______ SCHOOL ______ PROJECT ______

DIRECTIONS: Record the total amount of TIME in terms of Hours (H) and Minutes (M).

Program Manager - Preschool Speech and Hearing Services:
Total time per day - 6-3/4 hrs./405 minutes

OFFICE OF
RESEARCH & EVALUATION
TITLE ONE
EVALUATION SERVICES

MARKING INSTRUCTIONS

- Use Black lead pencil only.
- Make heavy black marks that fill circles completely.
- Make NO stray marks on either side of this sheet.

●● Proper Marks

- Erase completely any answer you wish to change.

ACTIVITY	MON	TUE	WED	THU	FRI
Staffing with Multi-disciplinary Team					
Writing Summary Reports					
Conferences with Supervisor/Asst. Director, Special Education					
Evaluating Children (Testing, etc.) Therapy					
Travel					
Requisition/Maintain Inventory (for all clinics)					
Performing non-Program Manager Activities as directed					

ACTIVITY	MON	TUE	WED	THU	FRI
Developing brochures, flyers, posters, materials for public awareness					
Conferences/Consultations with Clinicians					
Responding, (Phone, letter)					
Conferences with PEACH Personnel					
Staff Development - Preparation and Delivery					
General Administration/Managerial Duties					
Talks to parents/groups (P.R.)					

NO. CLASSES M T W T F — NO. TEACHERS M T W T F

A

School | I.D. No. | Grade | Yrs | Pg.

D F

Period Beg. | Absent | Prog. | COP Prog. Yes No | Sex F M | WORK SCHEDULE

Sep Oct Nov Dec Jan Feb Mar Apr May Jun

G I

NCS Trans-Optic F2482 54321

WEEKLY SUMMARY OF ACTIVITIES – FORM 18-440

NAME________________ SCHOOL________________ PROJECT__________

DIRECTIONS: Record the total amount of TIME in terms of Hours (H) and Minutes (M).

Information Specialist: Total time per day - 6 3/4 hrs./405 minutes

OFFICE OF RESEARCH & EVALUATION
TITLE ONE
EVALUATION SERVICES

MARKING INSTRUCTIONS

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- Make heavy black marks that fill circles completely.
- Make NO stray marks on either side of this sheet.

●● Proper Marks

- Erase completely any answer you wish to change.

ACTIVITY	MON H	MON M	TUE H	TUE M	WED H	WED M	THU H	THU M	FRI H	FRI M
Preparing press/radio releases	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿
Assisting in/Writing Reports Assemblying/Gathering Data	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿
Conference with School District Personnel	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿
Developing brochures, flyers, posters	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿
Distributing brochures, flyers, posters, mass letters	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿
Developing/maintaining Child Tracking System (McBee Key Sort)	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿
Performing non-Information Specialist Activities as Directed	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿
	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿
Contacting non-public school agencies	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿
Responding (phone, letter	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿
	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿
Meeting with community organizations/hospitals	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿
Arranging coverage/Contacting newspaper/radio/TV media	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿
Delivering/arranging for talks to parents/groups (P.R.)	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿

NO. CLASSES M	T	W	T	F	NO. TEACHERS M	T	W	T	F
⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨	⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨	⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨	⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨	⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨	⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨	⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨	⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨	⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨	⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨

A

School | I.D. No. | Grade | Yrs | Pg.

D F

Period Beg. | Absent | Prog. | COP Prog.

Sep ○ Oct ○ Nov ○ Dec ○ Jan ○ Feb ○ Mar ○ Apr ○ May ○ Jun ○

Yes No

Sex F M

WORK SCHEDULE

G I

NCS Trans-Optic F2482-54321

WEEKLY SUMMARY OF ACTIVITIES – FORM 18-440

NAME ______________________ SCHOOL ______________________ PROJECT ____________

DIRECTIONS: Record the total amount of TIME in terms of Hours (H) and Minutes (M).

Financial Management Trainee: Total time per day – 6-3/4 hours/405 minutes

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TITLE ONE
EVALUATION SERVICES

MARKING INSTRUCTIONS
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- Make NO stray marks on either side of this sheet.
- ●● Proper Marks
- Erase completely any answer you wish to change.

ACTIVITY	MON	TUE	WED	THU	FRI
Ordering (phone, letter, forms)	H M	H M	H M	H M	H M
Summarizing Financial Reports (incl. interim, final)	▨ H M	H M	▨ H M	H M	▨ H M
Conferences with Project Director/ PEACH staff	H M	H M	H M	H M	H M
Prepare projected budgets)	▨ H M	H M	▨ H M	H M	▨ H M
Travel	H M	H M	H M	H M	H M
Facilitate Personnel Requisitions	▨ H M	H M	▨ H M	H M	▨ H M
Performing non-Financial Management Trainee activities as directed	H M	H M	H M	H M	H M
Maintain up to date financial status of project	▨ H M	H M	▨ H M	H M	▨ H M
Check/verify purchase orders	H M	H M	H M	H M	H M
Maintain petty cash account	▨ H M	H M	▨ H M	H M	▨ H M
Work on special projects as dictated by Budget Division	H M	H M	H M	H M	H M
Attend staff meetings (incl. staff development, MDT meetings)	▨ H M	H M	▨ H M	H M	▨ H M
	H M	H M	H M	H M	H M
	▨ H M	H M	▨ H M	H M	▨ H M

Each H column: ① ② ③ ④ ⑤; each M column: ⑩ ⑳ ㉚ ㊵ ㊿

NO. CLASSES					NO. TEACHERS				
M	T	W	T	F	M	T	W	T	F
0–9	0–9	0–9	0–9	0–9	0–9	0–9	0–9	0–9	0–9

A

School | I.D. No. | Grade | Yrs | Pg.

D F

Period Beg. | Absent | Prog. | CDP Prog.

Sep Oct Nov Dec Jan Feb Mar Apr May Jun

Yes No

Sex

WORK SCHEDULE

G I

NCS Trans-Optic F24R2-54321

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WEEKLY SUMMARY OF ACTIVITIES - FORM 18-440

NAME ______________________ SCHOOL ______________________ PROJECT ______________

DIRECTIONS: Record the total amount of TIME in terms of Hours (H) and Minutes (M).

Psychologist: Total time per day - 6 3/4 hours/405 minutes

OFFICE OF RESEARCH & EVALUATION
TITLE ONE
EVALUATION SERVICES

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- Make NO stray marks on either side of this sheet.
- ●● Proper Marks
- Erase completely any answer you wish to change.

No. Tested

Number Reports Completed

NO. CLASSES M	T	W	T	F	NO. TEACHERS M	T	W	T	F
⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪
①	①	①	①	①	①	①	①	①	①
②	②	②	②	②	②	②	②	②	②
③	③	③	③	③	③	③	③	③	③
④	④	④	④	④	④	④	④	④	④
⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤
⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥
⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦
⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧
⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨

A

#MDT's School I.D. No. #PPC Grade Yrs Pg.

M T W T F M T W T F

D F

Period Beg. | Absent | Prog. | COP Prog.

Sep Oct Nov Dec Jan Feb Mar Apr May Jun

Yes No

Sex F M

WORK SCHEDULE

G I

NCS Trans Optic F2482 54321

ACTIVITY	MON H	MON M	TUE H	TUE M	WED H	WED M	THU H	THU M	FRI H	FRI M
Staffing with Multidisciplinary Team	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿
Writing Summary Reports	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿
Conferences with Program Manager	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿
Evaluating Children (Testing, etc.)	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿
Travel	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿
Home Visits	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿
Performing non-Psychologist activities as directed	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿

ACTIVITY	MON H	MON M	TUE H	TUE M	WED H	WED M	THU H	THU M	FRI H	FRI M
Counseling parents, teachers	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿
Consulting with other Professionals/Agencies	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿
Writing Psychological Reports	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿
Staff Development	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿
Parent Placement Conference	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿
Servicing Family Services Unit	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿
Talks to parents/groups (P.R.)	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿	① ② ③ ④ ⑤	⑩ ⑳ ㉚ ㊵ ㊿

WEEKLY SUMMARY OF ACTIVITIES – FORM 18-440

NAME ______________________ SCHOOL ______________________ PROJECT P.E.A.C.H.

DIRECTIONS: Record the total amount of TIME in terms of Hours (H) and Minutes (M).

Educational Diagnostician: Total time per day - 5 1/2 hrs/ 330 minutes (Family Visitation Program)

OFFICE OF
RESEARCH & EVALUATION
TITLE ONE
EVALUATION SERVICES

MARKING INSTRUCTIONS
- Use Black lead pencil only.
- Make heavy black marks that fill circles completely.
- Make NO stray marks on either side of this sheet.
- ●● Proper Marks
- Erase completely any answer you wish to change.

Staffing with Multidisciplinary Team

MON		TUE		WED		THU		FRI	
H	M	H	M	H	M	H	M	H	M
①	⑩	①	⑩	①	⑩	①	⑩	①	⑩
②	⑳	②	⑳	②	⑳	②	⑳	②	⑳
③	㉚	③	㉚	③	㉚	③	㉚	③	㉚
④	㊵	④	㊵	④	㊵	④	㊵	④	㊵
⑤	㊿	⑤	㊿	⑤	㊿	⑤	㊿	⑤	㊿

Counseling with Parents, Teachers, re: I.E.P.

MON		TUE		WED		THU		FRI	
H	M	H	M	H	M	H	M	H	M
①	⑩	①	⑩	①	⑩	①	⑩	①	⑩
②	⑳	②	⑳	②	⑳	②	⑳	②	⑳
③	㉚	③	㉚	③	㉚	③	㉚	③	㉚
④	㊵	④	㊵	④	㊵	④	㊵	④	㊵
⑤	㊿	⑤	㊿	⑤	㊿	⑤	㊿	⑤	㊿

Writing Summary Reports

MON		TUE		WED		THU		FRI	
H	M	H	M	H	M	H	M	H	M
①	⑩	①	⑩	①	⑩	①	⑩	①	⑩
②	⑳	②	⑳	②	⑳	②	⑳	②	⑳
③	㉚	③	㉚	③	㉚	③	㉚	③	㉚
④	㊵	④	㊵	④	㊵	④	㊵	④	㊵
⑤	㊿	⑤	㊿	⑤	㊿	⑤	㊿	⑤	㊿

Consultation with Agencies/ other professionals

MON		TUE		WED		THU		FRI	
H	M	H	M	H	M	H	M	H	M
①	⑩	①	⑩	①	⑩	①	⑩	①	⑩
②	⑳	②	⑳	②	⑳	②	⑳	②	⑳
③	㉚	③	㉚	③	㉚	③	㉚	③	㉚
④	㊵	④	㊵	④	㊵	④	㊵	④	㊵
⑤	㊿	⑤	㊿	⑤	㊿	⑤	㊿	⑤	㊿

Conferences with Program Manager

MON		TUE		WED		THU		FRI	
H	M	H	M	H	M	H	M	H	M
①	⑩	①	⑩	①	⑩	①	⑩	①	⑩
②	⑳	②	⑳	②	⑳	②	⑳	②	⑳
③	㉚	③	㉚	③	㉚	③	㉚	③	㉚
④	㊵	④	㊵	④	㊵	④	㊵	④	㊵
⑤	㊿	⑤	㊿	⑤	㊿	⑤	㊿	⑤	㊿

Preparing/ Writing I.E.P.'s

MON		TUE		WED		THU		FRI	
H	M	H	M	H	M	H	M	H	M
①	⑩	①	⑩	①	⑩	①	⑩	①	⑩
②	⑳	②	⑳	②	⑳	②	⑳	②	⑳
③	㉚	③	㉚	③	㉚	③	㉚	③	㉚
④	㊵	④	㊵	④	㊵	④	㊵	④	㊵
⑤	㊿	⑤	㊿	⑤	㊿	⑤	㊿	⑤	㊿

Evaluating Children (Testing)

MON		TUE		WED		THU		FRI	
H	M	H	M	H	M	H	M	H	M
①	⑩	①	⑩	①	⑩	①	⑩	①	⑩
②	⑳	②	⑳	②	⑳	②	⑳	②	⑳
③	㉚	③	㉚	③	㉚	③	㉚	③	㉚
④	㊵	④	㊵	④	㊵	④	㊵	④	㊵
⑤	㊿	⑤	㊿	⑤	㊿	⑤	㊿	⑤	㊿

Staff Development

MON		TUE		WED		THU		FRI	
H	M	H	M	H	M	H	M	H	M
①	⑩	①	⑩	①	⑩	①	⑩	①	⑩
②	⑳	②	⑳	②	⑳	②	⑳	②	⑳
③	㉚	③	㉚	③	㉚	③	㉚	③	㉚
④	㊵	④	㊵	④	㊵	④	㊵	④	㊵
⑤	㊿	⑤	㊿	⑤	㊿	⑤	㊿	⑤	㊿

Travel

Sections C-D No. Homes Visited per day

MON		TUE		WED		THU		FRI	
H	M	H	M	H	M	H	M	H	M
①	⑩	①	⑩	①	⑩	①	⑩	①	⑩
②	⑳	②	⑳	②	⑳	②	⑳	②	⑳
③	㉚	③	㉚	③	㉚	③	㉚	③	㉚
④	㊵	④	㊵	④	㊵	④	㊵	④	㊵
⑤	㊿	⑤	㊿	⑤	㊿	⑤	㊿	⑤	㊿

Parent Placement Conference

MON		TUE		WED		THU		FRI	
H	M	H	M	H	M	H	M	H	M
①	⑩	①	⑩	①	⑩	①	⑩	①	⑩
②	⑳	②	⑳	②	⑳	②	⑳	②	⑳
③	㉚	③	㉚	③	㉚	③	㉚	③	㉚
④	㊵	④	㊵	④	㊵	④	㊵	④	㊵
⑤	㊿	⑤	㊿	⑤	㊿	⑤	㊿	⑤	㊿

Home Visits

MON		TUE		WED		THU		FRI	
H	M	H	M	H	M	H	M	H	M
①	⑩	①	⑩	①	⑩	①	⑩	①	⑩
②	⑳	②	⑳	②	⑳	②	⑳	②	⑳
③	㉚	③	㉚	③	㉚	③	㉚	③	㉚
④	㊵	④	㊵	④	㊵	④	㊵	④	㊵
⑤	㊿	⑤	㊿	⑤	㊿	⑤	㊿	⑤	㊿

Developing Educational Materials

MON		TUE		WED		THU		FRI	
H	M	H	M	H	M	H	M	H	M
①	⑩	①	⑩	①	⑩	①	⑩	①	⑩
②	⑳	②	⑳	②	⑳	②	⑳	②	⑳
③	㉚	③	㉚	③	㉚	③	㉚	③	㉚
④	㊵	④	㊵	④	㊵	④	㊵	④	㊵
⑤	㊿	⑤	㊿	⑤	㊿	⑤	㊿	⑤	㊿

Performing non-Educational Diagnostician activities as directed

MON		TUE		WED		THU		FRI	
H	M	H	M	H	M	H	M	H	M
①	⑩	①	⑩	①	⑩	①	⑩	①	⑩
②	⑳	②	⑳	②	⑳	②	⑳	②	⑳
③	㉚	③	㉚	③	㉚	③	㉚	③	㉚
④	㊵	④	㊵	④	㊵	④	㊵	④	㊵
⑤	㊿	⑤	㊿	⑤	㊿	⑤	㊿	⑤	㊿

Scheduling (including rescheduling) for parent failure

MON		TUE		WED		THU		FRI	
H	M	H	M	H	M	H	M	H	M
①	⑩	①	⑩	①	⑩	①	⑩	①	⑩
②	⑳	②	⑳	②	⑳	②	⑳	②	⑳
③	㉚	③	㉚	③	㉚	③	㉚	③	㉚
④	㊵	④	㊵	④	㊵	④	㊵	④	㊵
⑤	㊿	⑤	㊿	⑤	㊿	⑤	㊿	⑤	㊿

No. Tested / **Number Reports Completed**

NO. CLASSES					NO. TEACHERS				
M	T	W	T	F	M	T	W	T	F
⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪
①	①	①	①	①	①	①	①	①	①
②	②	②	②	②	②	②	②	②	②
③	③	③	③	③	③	③	③	③	③
④	④	④	④	④	④	④	④	④	④
⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤
⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥
⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦
⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧
⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨

A

MDTS #Prt Plt Conf

School I.D. NO.

M	T	W	T	F	H	T	W	T	F
⓪	⓪	⓪	⓪	⓪	⓪		⑩	⓪	⓪
①	①	①	①	①	①	①	①	①	①
②	②	②	②	②	②	②	②	②	②
③	③	③	③	③	③	③	③	③	③
④	④	④	④	④	④	④	④	④	④
⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤
⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥
⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦
⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧
⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨

D F

Period Beg.		Absent		Prog.		COP Prog.
Sep ○		⓪	⓪		⓪	Yes No
Oct ○	①	①	①	①	①	Sex
Nov ○	②	②	②	②	②	Ⓕ Ⓜ
Dec ○	③	③	③	③	③	WORK SCHEDULE
Jan ○	④	④	④	④	④	
Feb ○	⑤	⑤	⑤	⑤	⑤	○
Mar ○	⑥	⑥	⑥	⑥	⑥	○
Apr ○	⑦	⑦	⑦	⑦	⑦	○
May ○	⑧	⑧	⑧	⑧	⑧	
Jun ○	⑨	⑨	⑨	⑨	⑨	○

G I

NCS Trans-Optic F2482-54321

WEEKLY SUMMARY OF ACTIVITIES – FORM 18-440

NAME ______________ SCHOOL ______________ PROJECT ______________

DIRECTIONS: Record the total amount of TIME in terms of Hours (H) and Minutes (M).

Social Worker: Total time per day - 6 3/4 hours/405 minutes

OFFICE OF RESEARCH & EVALUATION
TITLE ONE
EVALUATION SERVICES

MARKING INSTRUCTIONS

- Use Black lead pencil only.
- Make heavy black marks that fill circles completely.
- Make NO stray marks on either side of this sheet.

●● Proper Marks

- Erase completely any answer you wish to change.

Number Homes Visited	Number Reports Completed

NO. CLASSES M T W T F — NO. TEACHERS M T W T F

A

#MDT'S — I.D. NO. — #PC — Grade — Yrs — Pg.
M T W T F M T W T F

D F

Period Beg. — Absent — Prog. — COP Prog. Yes No — Sex F M — WORK SCHEDULE

Sep Oct Nov Dec Jan Feb Mar Apr May Jun

G I

NCS Trans-Optic F2482-54321

ACTIVITY	MON	TUE	WED	THU	FRI	ACTIVITY	MON	TUE	WED	THU	FRI
	H M	H M	H M	H M	H M		H M	H M	H M	H M	H M
Staffing with Multidisciplinary Team						Counseling Parents/Parent Meetings					
Writing Summary Reports (incl. preparation)						Agency Contacts					
Conference with Program Manager/Other Professionals						Parent Placement Conference					
Parent Planning Conference/Parent Partnership						Recording Intake Data/Interview					
Travel						Arranging Appointments (phone calls, etc.)					
Home Visits						In-Service/Staff Development/Workshops					
Performing non-Social Worker Activities as Directed						McBee Key System/Code-A-Phone					

WEEKLY SUMMARY OF ACTIVITIES — FORM 18-440

NAME ______________ SCHOOL ______________ PROJECT ______________

DIRECTIONS: Record the total amount of TIME in terms of Hours (H) and Minutes (M).

Family Service Teacher: Total time per day - 5 1/2 hrs./330 minutes

OFFICE OF RESEARCH & EVALUATION
TITLE ONE
EVALUATION SERVICES

MARKING INSTRUCTIONS
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- Make NO stray marks on either side of this sheet.
- ●● Proper Marks
- Erase completely any answer you wish to change.

ACTIVITY	MON	TUE	WED	THU	FRI
Attend Multi-Disciplinary Team Sessions	H ①②③④⑤ M ⑩⑳㉚㊵㊿	H ①②③④⑤ M ⑩⑳㉚㊵㊿	H ①②③④⑤ M ⑩⑳㉚㊵㊿	H ①②③④⑤ M ⑩⑳㉚㊵㊿	H ①②③④⑤ M ⑩⑳㉚㊵㊿
Writing Summary Reports (e.g., I.E.P. progress)/ Record Keeping	H ①②③④⑤ M ⑩⑳㉚㊵㊿	H ①②③④⑤ M ⑩⑳㉚㊵㊿	H ①②③④⑤ M ⑩⑳㉚㊵㊿	H ①②③④⑤ M ⑩⑳㉚㊵㊿	H ①②③④⑤ M ⑩⑳㉚㊵㊿
Conferences with Program Manager/ Project Director	H ①②③④⑤ M ⑩⑳㉚㊵㊿	H ①②③④⑤ M ⑩⑳㉚㊵㊿	H ①②③④⑤ M ⑩⑳㉚㊵㊿	H ①②③④⑤ M ⑩⑳㉚㊵㊿	H ①②③④⑤ M ⑩⑳㉚㊵㊿
Administering, scoring tests	H ①②③④⑤ M ⑩⑳㉚㊵㊿	H ①②③④⑤ M ⑩⑳㉚㊵㊿	H ①②③④⑤ M ⑩⑳㉚㊵㊿	H ①②③④⑤ M ⑩⑳㉚㊵㊿	H ①②③④⑤ M ⑩⑳㉚㊵㊿
Developing, Making Educational Materials for Class/Home Use	H ①②③④⑤ M ⑩⑳㉚㊵㊿	H ①②③④⑤ M ⑩⑳㉚㊵㊿	H ①②③④⑤ M ⑩⑳㉚㊵㊿	H ①②③④⑤ M ⑩⑳㉚㊵㊿	H ①②③④⑤ M ⑩⑳㉚㊵㊿
Training, directing, working with paraprofessional re: children/ class activities	H ①②③④⑤ M ⑩⑳㉚㊵㊿	H ①②③④⑤ M ⑩⑳㉚㊵㊿	H ①②③④⑤ M ⑩⑳㉚㊵㊿	H ①②③④⑤ M ⑩⑳㉚㊵㊿	H ①②③④⑤ M ⑩⑳㉚㊵㊿
Performing Non-Family Service Teacher Activities as directed (e.g., clerical/work at Stevens)	H ①②③④⑤ M ⑩⑳㉚㊵㊿	H ①②③④⑤ M ⑩⑳㉚㊵㊿	H ①②③④⑤ M ⑩⑳㉚㊵㊿	H ①②③④⑤ M ⑩⑳㉚㊵㊿	H ①②③④⑤ M ⑩⑳㉚㊵㊿

ACTIVITY	MON	TUE	WED	THU	FRI
Counseling parents/ Orientation of New Parents	H ①②③④⑤ M ⑩⑳㉚㊵㊿	H ①②③④⑤ M ⑩⑳㉚㊵㊿	H ①②③④⑤ M ⑩⑳㉚㊵㊿	H ①②③④⑤ M ⑩⑳㉚㊵㊿	H ①②③④⑤ M ⑩⑳㉚㊵㊿
Consulting, conferring with other District Personnel re: children	H ①②③④⑤ M ⑩⑳㉚㊵㊿	H ①②③④⑤ M ⑩⑳㉚㊵㊿	H ①②③④⑤ M ⑩⑳㉚㊵㊿	H ①②③④⑤ M ⑩⑳㉚㊵㊿	H ①②③④⑤ M ⑩⑳㉚㊵㊿
Maintaining (e.g., bulletin board) straightening-up classroom/ Inventorizing/ ordering materials	H ①②③④⑤ M ⑩⑳㉚㊵㊿	H ①②③④⑤ M ⑩⑳㉚㊵㊿	H ①②③④⑤ M ⑩⑳㉚㊵㊿	H ①②③④⑤ M ⑩⑳㉚㊵㊿	H ①②③④⑤ M ⑩⑳㉚㊵㊿
Snack and lunc/periods (including preparation and clean up)	H ①②③④⑤ M ⑩⑳㉚㊵㊿	H ①②③④⑤ M ⑩⑳㉚㊵㊿	H ①②③④⑤ M ⑩⑳㉚㊵㊿	H ①②③④⑤ M ⑩⑳㉚㊵㊿	H ①②③④⑤ M ⑩⑳㉚㊵㊿
Attending staff development sessions/faculty meetings	H ①②③④⑤ M ⑩⑳㉚㊵㊿	H ①②③④⑤ M ⑩⑳㉚㊵㊿	H ①②③④⑤ M ⑩⑳㉚㊵㊿	H ①②③④⑤ M ⑩⑳㉚㊵㊿	H ①②③④⑤ M ⑩⑳㉚㊵㊿
Teaching group/ class	H ①②③④⑤ M ⑩⑳㉚㊵㊿	H ①②③④⑤ M ⑩⑳㉚㊵㊿	H ①②③④⑤ M ⑩⑳㉚㊵㊿	H ①②③④⑤ M ⑩⑳㉚㊵㊿	H ①②③④⑤ M ⑩⑳㉚㊵㊿
Working with individual children	H ①②③④⑤ M ⑩⑳㉚㊵㊿	H ①②③④⑤ M ⑩⑳㉚㊵㊿	H ①②③④⑤ M ⑩⑳㉚㊵㊿	H ①②③④⑤ M ⑩⑳㉚㊵㊿	H ①②③④⑤ M ⑩⑳㉚㊵㊿

Number New Children Enrolled	Number Children Phased Out
NO. CLASSES	NO. TEACHERS
M T W T F	M T W T F
⓪①②③④⑤⑥⑦⑧⑨ (each column)	⓪①②③④⑤⑥⑦⑧⑨ (each column)

A

School	I.D. No.	Grade	Yrs.	Pg.
⓪①②③④⑤⑥⑦⑧⑨	⓪①②③④⑤⑥⑦⑧⑨	⓪①②③④⑤⑥⑦⑧⑨	⓪①②③④⑤⑥⑦⑧⑨	⓪①②③④⑤⑥⑦⑧⑨

D F

Period Beg.		Absent	Prog.	COP Prog.
Sep ○	⓪	⓪	⓪	Yes No
Oct ○	①①	①①	①①	Sex
Nov ○	②	②②	②②	Ⓕ Ⓜ
Dec ○	③	③③	③③	WORK SCHEDULE
Jan ○	④	④④	④④	○
Feb ○	⑤	⑤⑤	⑤⑤	○
Mar ○	⑥	⑥⑥	⑥⑥	○
Apr ○	⑦	⑦⑦	⑦⑦	○
May ○	⑧	⑧⑧	⑧⑧	
Jun ○	⑨	⑨⑨	⑨⑨	○

G I

NCS Trans-Optic F2482-54321

WEEKLY SUMMARY OF ACTIVITIES – FORM 18-440

NAME ______________ SCHOOL ______________ PROJECT ______________

DIRECTIONS: Record the total amount of TIME in terms of Hours (H) and Minutes (M).

Educational Specialist: Total time per day - 5½ hrs./330 minutes

OFFICE OF
RESEARCH & EVALUATION
TITLE ONE
EVALUATION SERVICES

MARKING INSTRUCTIONS

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●● Proper Marks

- Erase completely any answer you wish to change

ACTIVITY	MON H	MON M	TUE H	TUE M	WED H	WED M	THU H	THU M	FRI H	FRI M
	①②③④⑤	⑩⑳㉚㊵㊿	①②③④⑤	⑩⑳㉚㊵㊿	①②③④⑤	⑩⑳㉚㊵㊿	①②③④⑤	⑩⑳㉚㊵㊿	①②③④⑤	⑩⑳㉚㊵㊿
Summarizing data from McBee Key Sort/Files/-Records	①②③④⑤	⑩⑳㉚㊵㊿	①②③④⑤	⑩⑳㉚㊵㊿	①②③④⑤	⑩⑳㉚㊵㊿	①②③④⑤	⑩⑳㉚㊵㊿	①②③④⑤	⑩⑳㉚㊵㊿
Conference with Project Personnel	①②③④⑤	⑩⑳㉚㊵㊿	①②③④⑤	⑩⑳㉚㊵㊿	①②③④⑤	⑩⑳㉚㊵㊿	①②③④⑤	⑩⑳㉚㊵㊿	①②③④⑤	⑩⑳㉚㊵㊿
Attending other meetings/conferences	①②③④⑤	⑩⑳㉚㊵㊿	①②③④⑤	⑩⑳㉚㊵㊿	①②③④⑤	⑩⑳㉚㊵㊿	①②③④⑤	⑩⑳㉚㊵㊿	①②③④⑤	⑩⑳㉚㊵㊿
Performing Administrative Duties as directed	①②③④⑤	⑩⑳㉚㊵㊿	①②③④⑤	⑩⑳㉚㊵㊿	①②③④⑤	⑩⑳㉚㊵㊿	①②③④⑤	⑩⑳㉚㊵㊿	①②③④⑤	⑩⑳㉚㊵㊿
Updating/-maintaining McBee Key Sort for Speech/Hearing Clinic	①②③④⑤	⑩⑳㉚㊵㊿	①②③④⑤	⑩⑳㉚㊵㊿	①②③④⑤	⑩⑳㉚㊵㊿	①②③④⑤	⑩⑳㉚㊵㊿	①②③④⑤	⑩⑳㉚㊵㊿
Performing other Non-Educational Specialist Activities as Directed	①②③④⑤	⑩⑳㉚㊵㊿	①②③④⑤	⑩⑳㉚㊵㊿	①②③④⑤	⑩⑳㉚㊵㊿	①②③④⑤	⑩⑳㉚㊵㊿	①②③④⑤	⑩⑳㉚㊵㊿
Returning calls made via Code-A-Phone	①②③④⑤	⑩⑳㉚㊵㊿	①②③④⑤	⑩⑳㉚㊵㊿	①②③④⑤	⑩⑳㉚㊵㊿	①②③④⑤	⑩⑳㉚㊵㊿	①②③④⑤	⑩⑳㉚㊵㊿
Consulting with Agencies re: Placement Referral	①②③④⑤	⑩⑳㉚㊵㊿	①②③④⑤	⑩⑳㉚㊵㊿	①②③④⑤	⑩⑳㉚㊵㊿	①②③④⑤	⑩⑳㉚㊵㊿	①②③④⑤	⑩⑳㉚㊵㊿
Answering direct calls for Information	①②③④⑤	⑩⑳㉚㊵㊿	①②③④⑤	⑩⑳㉚㊵㊿	①②③④⑤	⑩⑳㉚㊵㊿	①②③④⑤	⑩⑳㉚㊵㊿	①②③④⑤	⑩⑳㉚㊵㊿
Recording Basic Info in Black Book	①②③④⑤	⑩⑳㉚㊵㊿	①②③④⑤	⑩⑳㉚㊵㊿	①②③④⑤	⑩⑳㉚㊵㊿	①②③④⑤	⑩⑳㉚㊵㊿	①②③④⑤	⑩⑳㉚㊵㊿
Referring to other appropriate district services	①②③④⑤	⑩⑳㉚㊵㊿	①②③④⑤	⑩⑳㉚㊵㊿	①②③④⑤	⑩⑳㉚㊵㊿	①②③④⑤	⑩⑳㉚㊵㊿	①②③④⑤	⑩⑳㉚㊵㊿
Transferring and Punching Basic Initial Info to McBee Key Card	①②③④⑤	⑩⑳㉚㊵㊿	①②③④⑤	⑩⑳㉚㊵㊿	①②③④⑤	⑩⑳㉚㊵㊿	①②③④⑤	⑩⑳㉚㊵㊿	①②③④⑤	⑩⑳㉚㊵㊿
Punching further professional data onto McBee Key Card	①②③④⑤	⑩⑳㉚㊵㊿	①②③④⑤	⑩⑳㉚㊵㊿	①②③④⑤	⑩⑳㉚㊵㊿	①②③④⑤	⑩⑳㉚㊵㊿	①②③④⑤	⑩⑳㉚㊵㊿

NO. CLASSES					NO. TEACHERS				
M	T	W	T	F	M	T	W	T	F
⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪
①	①	①	①	①	①	①	①	①	①
②	②	②	②	②	②	②	②	②	②
③	③	③	③	③	③	③	③	③	③
④	④	④	④	④	④	④	④	④	④
⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤
⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥
⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦
⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧
⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨

A

School			I.D. No.			Grade		Yrs	Pg.
⓪	⓪	⓪	⓪	⓪	⓪	○	⑩	⓪	⓪
①	①	①	①	①	①	①	⑪	①	①
②	②	②	②	②	②	②	⑫	②	②
③	③	③	③	③	③	③	[illegible]	③	③
④	④	④	④	④	④	④	AM	④	④
⑤	⑤	⑤	⑤	⑤	⑤	⑤	○	⑤	⑤
⑥	⑥	⑥	⑥	⑥	⑥	⑥	PM	⑥	⑥
⑦	⑦	⑦	⑦	⑦	⑦	⑦	○	⑦	⑦
⑧	⑧	⑧	⑧	⑧	⑧	⑧	ALL DAY	⑧	⑧
⑨	⑨	⑨	⑨	⑨	⑨	⑨	○	⑨	⑨

D F

Period Beg.			Absent		Prog.		COP Prog.	
Sep ○		⓪		⓪		⓪	Yes	No
Oct ○	①	①	①	①	①	①	Sex	
Nov ○	②	②	②	②	②	②	Ⓕ	Ⓜ
Dec ○	③	③	③	③	③	③	WORK SCHEDULE	
Jan ○		④	④	④	④	④		
Feb ○		⑤	⑤	⑤	⑤	⑤	○	AM
Mar ○		⑥	⑥	⑥	⑥	⑥	○	PM
Apr ○		⑦	⑦	⑦	⑦	⑦	○	ALL DAY
May ○		⑧	⑧	⑧	⑧	⑧		
Jun ○		⑨	⑨	⑨	⑨	⑨	○	

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NCS Trans-Optic F2482-54321

WEEKLY SUMMARY OF ACTIVITIES – FORM 18-440

NAME ____________________ SCHOOL ____________________ PROJECT __________

DIRECTIONS: Record the total amount of TIME in terms of Hours (H) and Minutes (M)

OFFICE OF
RESEARCH & EVALUATION
TITLE ONE
EVALUATION SERVICES

MARKING INSTRUCTIONS
- Use Black lead pencil only.
- Make heavy black marks that fill circles completely.
- Make NO stray marks on either side of this sheet.

●● Proper Marks

- Erase completely any answer your wish to change.

Teacher of Preschool Speech Correction/Hearing Impaired
Total Time per day - 5-1/2 hrs./330 minutes

ACTIVITY	MON	TUE	WED	THU	FRI
	H M	H M	H M	H M	H M
Writing Reports (initial, IEPs, midyear, final summaries, documentation)	H M	H M	H M	H M	H M
Conferences with Program Manager/Supervisor	H M	H M	H M	H M	H M
Diagnostic evaluations (i.e., testing)	H M	H M	H M	H M	H M
Traval	H M	H M	H M	H M	H M
Visitation - Observation re: children in school/home setting	H M	H M	H M	H M	H M
Performing non-teacher therapy activities as directed	H M	H M	H M	H M	H M
Parent counseling (inc. phone contacts/parent workshops	H M	H M	H M	H M	H M
Consulting with other professionals re: children (phone/personal	H M	H M	H M	H M	H M
Clinic maintenance (inventorizing, straightening-up, requisitions)	H M	H M	H M	H M	H M
Researching, reviewing materials, tests, therapeutic techniques)	H M	H M	H M	H M	H M
Staff Development (meetings, professional interaction in clinic)	H M	H M	H M	H M	H M
Diagnostic therapy (incl. preparation)	H M	H M	H M	H M	H M
Scheduling	H M	H M	H M	H M	H M

No. Evaluated

No. Children Receiving Therapy

NO. CLASSES					NO. TEACHERS				
M	T	W	T	F	M	T	W	T	F

A

#MDT MTGS No. Grade Yrs Pg.
M T W T F

D F

Period Beg. Absent Prog. COP Prog.

Sep Oct Nov Dec Jan Feb Mar Apr May Jun

Yes No

Sex

F M

WORK SCHEDULE

G I

NCS Trans-Optic F2482 54321

WEEKLY SUMMARY OF ACTIVITIES – FORM 18-440

NAME ____________ SCHOOL ____________ PROJECT ____________

DIRECTIONS: Record the total amount of TIME in terms of Hours (H) and Minutes (M)

Teacher of Preschool Hearing Impaired:
Total time per day - 5-1/2 hrs./330 minutes

OFFICE OF RESEARCH & EVALUATION
TITLE ONE
EVALUATION SERVICES

MARKING INSTRUCTIONS

- Use Black lead pencil only
- Make heavy black marks that fill circles completely.
- Make NO stray marks on either side of this sheet.
- ●● Proper Marks
- Erase completely any answer you wish to change.

ACTIVITY	MON	TUE	WED	THU	FRI
Staffing with Multi-disciplinary Team	H M ① ⑩ ② ⑳ ③ ㉚ ④ ㊵ ⑤ ㊿	H M ① ⑩ ② ⑳ ③ ㉚ ④ ㊵ ⑤ ㊿	H M ① ⑩ ② ⑳ ③ ㉚ ④ ㊵ ⑤ ㊿	H M ① ⑩ ② ⑳ ③ ㉚ ④ ㊵ ⑤ ㊿	H M ① ⑩ ② ⑳ ③ ㉚ ④ ㊵ ⑤ ㊿
Writing Reports (e.g., screening, test results,/ referrals from Testing/reports to test centers	H M ① ⑩ ② ⑳ ③ ㉚ ④ ㊵ ⑤ ㊿	H M ① ⑩ ② ⑳ ③ ㉚ ④ ㊵ ⑤ ㊿	H M ① ⑩ ② ⑳ ③ ㉚ ④ ㊵ ⑤ ㊿	H M ① ⑩ ② ⑳ ③ ㉚ ④ ㊵ ⑤ ㊿	H M ① ⑩ ② ⑳ ③ ㉚ ④ ㊵ ⑤ ㊿
Conference with Program Manager/ Supervisor	H M ① ⑩ ② ⑳ ③ ㉚ ④ ㊵ ⑤ ㊿	H M ① ⑩ ② ⑳ ③ ㉚ ④ ㊵ ⑤ ㊿	H M ① ⑩ ② ⑳ ③ ㉚ ④ ㊵ ⑤ ㊿	H M ① ⑩ ② ⑳ ③ ㉚ ④ ㊵ ⑤ ㊿	H M ① ⑩ ② ⑳ ③ ㉚ ④ ㊵ ⑤ ㊿
Evaluating Children - Hearing, Screening, Testing	H M ① ⑩ ② ⑳ ③ ㉚ ④ ㊵ ⑤ ㊿	H M ① ⑩ ② ⑳ ③ ㉚ ④ ㊵ ⑤ ㊿	H M ① ⑩ ② ⑳ ③ ㉚ ④ ㊵ ⑤ ㊿	H M ① ⑩ ② ⑳ ③ ㉚ ④ ㊵ ⑤ ㊿	H M ① ⑩ ② ⑳ ③ ㉚ ④ ㊵ ⑤ ㊿
Travel	H M ① ⑩ ② ⑳ ③ ㉚ ④ ㊵ ⑤ ㊿	H M ① ⑩ ② ⑳ ③ ㉚ ④ ㊵ ⑤ ㊿	H M ① ⑩ ② ⑳ ③ ㉚ ④ ㊵ ⑤ ㊿	H M ① ⑩ ② ⑳ ③ ㉚ ④ ㊵ ⑤ ㊿	H M ① ⑩ ② ⑳ ③ ㉚ ④ ㊵ ⑤ ㊿
Visitation - Observation re: children in school/ home setting	H M ① ⑩ ② ⑳ ③ ㉚ ④ ㊵ ⑤ ㊿	H M ① ⑩ ② ⑳ ③ ㉚ ④ ㊵ ⑤ ㊿	H M ① ⑩ ② ⑳ ③ ㉚ ④ ㊵ ⑤ ㊿	H M ① ⑩ ② ⑳ ③ ㉚ ④ ㊵ ⑤ ㊿	H M ① ⑩ ② ⑳ ③ ㉚ ④ ㊵ ⑤ ㊿
Performing non-teacher therapy activities as directed	H M ① ⑩ ② ⑳ ③ ㉚ ④ ㊵ ⑤ ㊿	H M ① ⑩ ② ⑳ ③ ㉚ ④ ㊵ ⑤ ㊿	H M ① ⑩ ② ⑳ ③ ㉚ ④ ㊵ ⑤ ㊿	H M ① ⑩ ② ⑳ ③ ㉚ ④ ㊵ ⑤ ㊿	H M ① ⑩ ② ⑳ ③ ㉚ ④ ㊵ ⑤ ㊿

ACTIVITY	MON	TUE	WED	THU	FRI
Parent Counseling (phone, screening, other clinics, parent workshops)	H M ① ⑩ ② ⑳ ③ ㉚ ④ ㊵ ⑤ ㊿	H M ① ⑩ ② ⑳ ③ ㉚ ④ ㊵ ⑤ ㊿	H M ① ⑩ ② ⑳ ③ ㉚ ④ ㊵ ⑤ ㊿	H M ① ⑩ ② ⑳ ③ ㉚ ④ ㊵ ⑤ ㊿	H M ① ⑩ ② ⑳ ③ ㉚ ④ ㊵ ⑤ ㊿
Consulting with other professionals re: children (phone/personal)	H M ① ⑩ ② ⑳ ③ ㉚ ④ ㊵ ⑤ ㊿	H M ① ⑩ ② ⑳ ③ ㉚ ④ ㊵ ⑤ ㊿	H M ① ⑩ ② ⑳ ③ ㉚ ④ ㊵ ⑤ ㊿	H M ① ⑩ ② ⑳ ③ ㉚ ④ ㊵ ⑤ ㊿	H M ① ⑩ ② ⑳ ③ ㉚ ④ ㊵ ⑤ ㊿
Clinic Maintenance (Inventorizing, straightening-up, requisitions)	H M ① ⑩ ② ⑳ ③ ㉚ ④ ㊵ ⑤ ㊿	H M ① ⑩ ② ⑳ ③ ㉚ ④ ㊵ ⑤ ㊿	H M ① ⑩ ② ⑳ ③ ㉚ ④ ㊵ ⑤ ㊿	H M ① ⑩ ② ⑳ ③ ㉚ ④ ㊵ ⑤ ㊿	H M ① ⑩ ② ⑳ ③ ㉚ ④ ㊵ ⑤ ㊿
Researching, reviewing materials, Tests, Therapeutic techniques	H M ① ⑩ ② ⑳ ③ ㉚ ④ ㊵ ⑤ ㊿	H M ① ⑩ ② ⑳ ③ ㉚ ④ ㊵ ⑤ ㊿	H M ① ⑩ ② ⑳ ③ ㉚ ④ ㊵ ⑤ ㊿	H M ① ⑩ ② ⑳ ③ ㉚ ④ ㊵ ⑤ ㊿	H M ① ⑩ ② ⑳ ③ ㉚ ④ ㊵ ⑤ ㊿
Staff Development (meetings, professional interaction in clinic via phone/personal)	H M ① ⑩ ② ⑳ ③ ㉚ ④ ㊵ ⑤ ㊿	H M ① ⑩ ② ⑳ ③ ㉚ ④ ㊵ ⑤ ㊿	H M ① ⑩ ② ⑳ ③ ㉚ ④ ㊵ ⑤ ㊿	H M ① ⑩ ② ⑳ ③ ㉚ ④ ㊵ ⑤ ㊿	H M ① ⑩ ② ⑳ ③ ㉚ ④ ㊵ ⑤ ㊿
Diagnostic Therapy consultation/Hearing aid and equipment management (incl. prep.)	H M ① ⑩ ② ⑳ ③ ㉚ ④ ㊵ ⑤ ㊿	H M ① ⑩ ② ⑳ ③ ㉚ ④ ㊵ ⑤ ㊿	H M ① ⑩ ② ⑳ ③ ㉚ ④ ㊵ ⑤ ㊿	H M ① ⑩ ② ⑳ ③ ㉚ ④ ㊵ ⑤ ㊿	H M ① ⑩ ② ⑳ ③ ㉚ ④ ㊵ ⑤ ㊿
Scheduling	H M ① ⑩ ② ⑳ ③ ㉚ ④ ㊵ ⑤ ㊿	H M ① ⑩ ② ⑳ ③ ㉚ ④ ㊵ ⑤ ㊿	H M ① ⑩ ② ⑳ ③ ㉚ ④ ㊵ ⑤ ㊿	H M ① ⑩ ② ⑳ ③ ㉚ ④ ㊵ ⑤ ㊿	H M ① ⑩ ② ⑳ ③ ㉚ ④ ㊵ ⑤ ㊿

No. Evaluated					No. Children Receiving Therapy				
NO. CLASSES					NO. TEACHERS				
M	T	W	T	F	M	T	W	T	F
⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪
①	①	①	①	①	①	①	①	①	①
②	②	②	②	②	②	②	②	②	②
③	③	③	③	③	③	③	③	③	③
④	④	④	④	④	④	④	④	④	④
⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤
⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥
⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦
⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧
⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨

A

School			#ADT MTGS. I.D. No.			Grade		Yrs.	Pg.
			M	T	W	T	F		
⓪	⓪	⓪	⓪	⓪	⓪		⑩	⓪	⓪
①	①	①	①	①	①		⑪	①	①
②	②	②	②	②	②		⑫	②	②
③	③	③	③	③	③	③		③	③
④	④	④	④	④	④	④		④	④
⑤	⑤	⑤	⑤	⑤	⑤	⑤		⑤	⑤
⑥	⑥	⑥	⑥	⑥	⑥	⑥		⑥	⑥
⑦	⑦	⑦	⑦	⑦	⑦	⑦		⑦	⑦
⑧	⑧	⑧	⑧	⑧	⑧	⑧		⑧	⑧
⑨	⑨	⑨	⑨	⑨	⑨	⑨		⑨	⑨

D F

Period Beg.			Absent		Prog.		COP Prog.
Sep ○		⓪		⓪		⓪	Yes No
Oct ○	①	①	①	①	①	①	Sex
Nov ○	②	②	②	②	②	②	F M
Dec ○	③	③	③	③	③	③	WORK SCHEDULE
Jan ○		④	④	④	④	④	
Feb ○		⑤	⑤	⑤	⑤	⑤	○
Mar ○		⑥	⑥	⑥	⑥	⑥	○
Apr ○		⑦	⑦	⑦	⑦	⑦	○
May ○		⑧	⑧	⑧	⑧	⑧	
Jun ○		⑨	⑨	⑨	⑨	⑨	○

G I

NCS Trans-Optic F2482-54321

WEEKLY SUMMARY OF ACTIVITIES – FORM 18-440

NAME ______________________ SCHOOL ______________________ PROJECT **P.E.A.C.H.**

DIRECTIONS: Record the total amount of TIME in terms of Hours (H) and Minutes (M)

Total time per day - 5½ hrs/330 minutes
Physical Therapist

OFFICE OF RESEARCH & EVALUATION
TITLE ONE EVALUATION SERVICES

MARKING INSTRUCTIONS
- Use Black lead pencil only.
- Make heavy black marks that fill circles completely.
- Make NO stray marks on either side of this sheet.
- ●● Proper Marks
- Erase completely any answer you wish to change.

ACTIVITY	MON H	MON M	TUE H	TUE M	WED H	WED M	THU H	THU M	FRI H	FRI M
Staffing with Multidisciplinary Team	①	⑩	①	⑩	①	⑩	①	⑩	①	⑩
	②	⑳	②	⑳	②	⑳	②	⑳	②	⑳
	③	㉚	③	㉚	③	㉚	③	㉚	③	㉚
	④	㊵	④	㊵	④	㊵	④	㊵	④	㊵
	⑤	㊿	⑤	㊿	⑤	㊿	⑤	㊿	⑤	㊿
Writing Summary/ Initial Reports	①	⑩	①	⑩	①	⑩	①	⑩	①	⑩
	②	⑳	②	⑳	②	⑳	②	⑳	②	⑳
	③	㉚	③	㉚	③	㉚	③	㉚	③	㉚
	④	㊵	④	㊵	④	㊵	④	㊵	④	㊵
	⑤	㊿	⑤	㊿	⑤	㊿	⑤	㊿	⑤	㊿
Conferences with Program Manager	①	⑩	①	⑩	①	⑩	①	⑩	①	⑩
	②	⑳	②	⑳	②	⑳	②	⑳	②	⑳
	③	㉚	③	㉚	③	㉚	③	㉚	③	㉚
	④	㊵	④	㊵	④	㊵	④	㊵	④	㊵
	⑤	㊿	⑤	㊿	⑤	㊿	⑤	㊿	⑤	㊿
Evaluating/ Testing Children	①	⑩	①	⑩	①	⑩	①	⑩	①	⑩
	②	⑳	②	⑳	②	⑳	②	⑳	②	⑳
	③	㉚	③	㉚	③	㉚	③	㉚	③	㉚
	④	㊵	④	㊵	④	㊵	④	㊵	④	㊵
	⑤	㊿	⑤	㊿	⑤	㊿	⑤	㊿	⑤	㊿
Travel	①	⑩	①	⑩	①	⑩	①	⑩	①	⑩
	②	⑳	②	⑳	②	⑳	②	⑳	②	⑳
	③	㉚	③	㉚	③	㉚	③	㉚	③	㉚
	④	㊵	④	㊵	④	㊵	④	㊵	④	㊵
	⑤	㊿	⑤	㊿	⑤	㊿	⑤	㊿	⑤	㊿
Rendering Treatment	①	⑩	①	⑩	①	⑩	①	⑩	①	⑩
	②	⑳	②	⑳	②	⑳	②	⑳	②	⑳
	③	㉚	③	㉚	③	㉚	③	㉚	③	㉚
	④	㊵	④	㊵	④	㊵	④	㊵	④	㊵
	⑤	㊿	⑤	㊿	⑤	㊿	⑤	㊿	⑤	㊿
Performing Non P.T. Activities as directed	①	⑩	①	⑩	①	⑩	①	⑩	①	⑩
	②	⑳	②	⑳	②	⑳	②	⑳	②	⑳
	③	㉚	③	㉚	③	㉚	③	㉚	③	㉚
	④	㊵	④	㊵	④	㊵	④	㊵	④	㊵
	⑤	㊿	⑤	㊿	⑤	㊿	⑤	㊿	⑤	㊿

ACTIVITY	MON H	MON M	TUE H	TUE M	WED H	WED M	THU H	THU M	FRI H	FRI M
Counseling with Parents, re: I.E.P., Child progress	①	⑩	①	⑩	①	⑩	①	⑩	①	⑩
	②	⑳	②	⑳	②	⑳	②	⑳	②	⑳
	③	㉚	③	㉚	③	㉚	③	㉚	③	㉚
	④	㊵	④	㊵	④	㊵	④	㊵	④	㊵
	⑤	㊿	⑤	㊿	⑤	㊿	⑤	㊿	⑤	㊿
Consultation with Agencies/ Professional	①	⑩	①	⑩	①	⑩	①	⑩	①	⑩
	②	⑳	②	⑳	②	⑳	②	⑳	②	⑳
	③	㉚	③	㉚	③	㉚	③	㉚	③	㉚
	④	㊵	④	㊵	④	㊵	④	㊵	④	㊵
	⑤	㊿	⑤	㊿	⑤	㊿	⑤	㊿	⑤	㊿
Preparing/ Writing I.E.P.'s	①	⑩	①	⑩	①	⑩	①	⑩	①	⑩
	②	⑳	②	⑳	②	⑳	②	⑳	②	⑳
	③	㉚	③	㉚	③	㉚	③	㉚	③	㉚
	④	㊵	④	㊵	④	㊵	④	㊵	④	㊵
	⑤	㊿	⑤	㊿	⑤	㊿	⑤	㊿	⑤	㊿
Staff Development	①	⑩	①	⑩	①	⑩	①	⑩	①	⑩
	②	⑳	②	⑳	②	⑳	②	⑳	②	⑳
	③	㉚	③	㉚	③	㉚	③	㉚	③	㉚
	④	㊵	④	㊵	④	㊵	④	㊵	④	㊵
	⑤	㊿	⑤	㊿	⑤	㊿	⑤	㊿	⑤	㊿
	①	⑩	①	⑩	①	⑩	①	⑩	①	⑩
	②	⑳	②	⑳	②	⑳	②	⑳	②	⑳
	③	㉚	③	㉚	③	㉚	③	㉚	③	㉚
	④	㊵	④	㊵	④	㊵	④	㊵	④	㊵
	⑤	㊿	⑤	㊿	⑤	㊿	⑤	㊿	⑤	㊿
	①	⑩	①	⑩	①	⑩	①	⑩	①	⑩
	②	⑳	②	⑳	②	⑳	②	⑳	②	⑳
	③	㉚	③	㉚	③	㉚	③	㉚	③	㉚
	④	㊵	④	㊵	④	㊵	④	㊵	④	㊵
	⑤	㊿	⑤	㊿	⑤	㊿	⑤	㊿	⑤	㊿
	①	⑩	①	⑩	①	⑩	①	⑩	①	⑩
	②	⑳	②	⑳	②	⑳	②	⑳	②	⑳
	③	㉚	③	㉚	③	㉚	③	㉚	③	㉚
	④	㊵	④	㊵	④	㊵	④	㊵	④	㊵
	⑤	㊿	⑤	㊿	⑤	㊿	⑤	㊿	⑤	㊿

Evaluated/ No. Tested **Number Homes Visited**

NO. CLASSES M	T	W	T	F	NO. TEACHERS M	T	W	T	F
⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪
①	①	①	①	①	①	①	①	①	①
②	②	②	②	②	②	②	②	②	②
③	③	③	③	③	③	③	③	③	③
④	④	④	④	④	④	④	④	④	④
⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤
⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥
⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦
⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧
⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨

A

School			I.D. No.			Grade		Yrs	Pg.
⓪	⓪	⓪	⓪	⓪	⓪		⓪	⓪	⓪
①	①	①	①	①	①	①	①	①	①
②	②	②	②	②	②	②		②	②
③	③	③	③	③	③	③		③	③
④	④	④	④	④	④	④		④	④
⑤	⑤	⑤	⑤	⑤	⑤	⑤		⑤	⑤
⑥	⑥	⑥	⑥	⑥	⑥	⑥		⑥	⑥
⑦	⑦	⑦	⑦	⑦	⑦	⑦		⑦	⑦
⑧	⑧	⑧	⑧	⑧	⑧	⑧		⑧	⑧
⑨	⑨	⑨	⑨	⑨	⑨	⑨		⑨	⑨

D F

Period Beg.		Absent		Prog.		COP Prog.
Sep ○	⓪		⓪		⓪	Yes No
Oct ○	①	①	①	①	①	Sex
Nov ○	②	②	②	②	②	Ⓕ Ⓜ
Dec ○	③	③	③	③	③	WORK SCHEDULE
Jan ○	④	④	④	④	④	
Feb ○	⑤	⑤	⑤	⑤	⑤	○
Mar ○	⑥	⑥	⑥	⑥	⑥	○
Apr ○	⑦	⑦	⑦	⑦	⑦	○
May ○	⑧	⑧	⑧	⑧	⑧	
Jun ○	⑨	⑨	⑨	⑨	⑨	○

G I

NCS Trans-Optic F2482-54321

WEEKLY SUMMARY OF ACTIVITIES – FORM 18-440

NAME ____________________ SCHOOL ____________________ PROJECT ____________

DIRECTIONS: Record the total amount of TIME in terms of Hours (H) and Minutes (M).

Family Service Classroom Aide:
Total Time per day - 5-1/2 hrs./330 minutes

OFFICE OF
RESEARCH & EVALUATION
TITLE ONE
EVALUATION SERVICES

MARKING INSTRUCTIONS

- Use Black lead pencil only.
- Make heavy black marks that fill circles completely.
- Make NO stray marks on either side of this sheet.
- ●● Proper Marks
- Erase completely any answer you wish to change.

ACTIVITY	MON H	MON M	TUE H	TUE M	WED H	WED M	THU H	THU M	FRI H	FRI M
Attend Multi-disciplinary Team Sessions	1	10	1	10	1	10	1	10	1	10
	2	20	2	20	2	20	2	20	2	20
	3	30	3	30	3	30	3	30	3	30
	4	40	4	40	4	40	4	40	4	40
	5	50	5	50	5	50	5	50	5	50
Helping children with dressing (i.e. galoshes, coats, etc.)/ personal hygiene	1	10	1	10	1	10	1	10	1	10
	2	20	2	20	2	20	2	20	2	20
	3	30	3	30	3	30	3	30	3	30
	4	40	4	40	4	40	4	40	4	40
	5	50	5	50	5	50	5	50	5	50
Conferences with Teacher/ Supervisor	1	10	1	10	1	10	1	10	1	10
	2	20	2	20	2	20	2	20	2	20
	3	30	3	30	3	30	3	30	3	30
	4	40	4	40	4	40	4	40	4	40
	5	50	5	50	5	50	5	50	5	50
Supervising non-enrolled siblings of children in program	1	10	1	10	1	10	1	10	1	10
	2	20	2	20	2	20	2	20	2	20
	3	30	3	30	3	30	3	30	3	30
	4	40	4	40	4	40	4	40	4	40
	5	50	5	50	5	50	5	50	5	50
Preparing instructional materials	1	10	1	10	1	10	1	10	1	10
	2	20	2	20	2	20	2	20	2	20
	3	30	3	30	3	30	3	30	3	30
	4	40	4	40	4	40	4	40	4	40
	5	50	5	50	5	50	5	50	5	50
Supervising children in Play Period- indoors or outdoors	1	10	1	10	1	10	1	10	1	10
	2	20	2	20	2	20	2	20	2	20
	3	30	3	30	3	30	3	30	3	30
	4	40	4	40	4	40	4	40	4	40
	5	50	5	50	5	50	5	50	5	50
Performing non-class room Aide Activities as directed	1	10	1	10	1	10	1	10	1	10
	2	20	2	20	2	20	2	20	2	20
	3	30	3	30	3	30	3	30	3	30
	4	40	4	40	4	40	4	40	4	40
	5	50	5	50	5	50	5	50	5	50

ACTIVITY	MON H	MON M	TUE H	TUE M	WED H	WED M	THU H	THU M	FRI H	FRI M
Working with Parents	1	10	1	10	1	10	1	10	1	10
	2	20	2	20	2	20	2	20	2	20
	3	30	3	30	3	30	3	30	3	30
	4	40	4	40	4	40	4	40	4	40
	5	50	5	50	5	50	5	50	5	50
Record Keeping	1	10	1	10	1	10	1	10	1	10
	2	20	2	20	2	20	2	20	2	20
	3	30	3	30	3	30	3	30	3	30
	4	40	4	40	4	40	4	40	4	40
	5	50	5	50	5	50	5	50	5	50
Maintaining Classroom (e.g., straightening up)	1	10	1	10	1	10	1	10	1	10
	2	20	2	20	2	20	2	20	2	20
	3	30	3	30	3	30	3	30	3	30
	4	40	4	40	4	40	4	40	4	40
	5	50	5	50	5	50	5	50	5	50
Snack and lunch periods (incl. preparation and actual periods, clean up)	1	10	1	10	1	10	1	10	1	10
	2	20	2	20	2	20	2	20	2	20
	3	30	3	30	3	30	3	30	3	30
	4	40	4	40	4	40	4	40	4	40
	5	50	5	50	5	50	5	50	5	50
Attend staff development sessions	1	10	1	10	1	10	1	10	1	10
	2	20	2	20	2	20	2	20	2	20
	3	30	3	30	3	30	3	30	3	30
	4	40	4	40	4	40	4	40	4	40
	5	50	5	50	5	50	5	50	5	50
	1	10	1	10	1	10	1	10	1	10
	2	20	2	20	2	20	2	20	2	20
	3	30	3	30	3	30	3	30	3	30
	4	40	4	40	4	40	4	40	4	40
	5	50	5	50	5	50	5	50	5	50
Working with children	1	10	1	10	1	10	1	10	1	10
	2	20	2	20	2	20	2	20	2	20
	3	30	3	30	3	30	3	30	3	30
	4	40	4	40	4	40	4	40	4	40
	5	50	5	50	5	50	5	50	5	50

NO. CLASSES					NO. TEACHERS				
M	T	W	T	F	M	T	W	T	F
0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

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School			I.D. No.			Grade		Yrs	Pg.
0	0	0	0	0	0	○	10	0	0
1	1	1	1	1	1	1	11	1	1
2	2	2	2	2	2	2	12	2	2
3	3	3	3	3	3	3	KGN	3	3
4	4	4	4	4	4	4	AM	4	4
5	5	5	5	5	5	5	○	5	5
6	6	6	6	6	6	6	PM	6	6
7	7	7	7	7	7	7	○	7	7
8	8	8	8	8	8	8	ALL DAY	8	8
9	9	9	9	9	9	9	○	9	9

D F

Period Beg.				Absent		Prog.		COP Prog.
Sep	○		0		0		0	Yes No
Oct	○	1	1	1	1	1	1	Sex
Nov	○	2	2	2	2	2	2	F M
Dec	○	3	3	3	3	3	3	WORK SCHEDULE
Jan	○		4	4	4	4	4	
Feb	○		5	5	5	5	5	○ AM
Mar	○		6	6	6	6	6	○ PM
Apr	○		7	7	7	7	7	○ ALL DAY
May	○		8	8	8	8	8	
Jun	○		9	9	9	9	9	○

G I

NCS Trans-Optic F2482-54321

WEEKLY SUMMARY OF ACTIVITIES – FORM 18-440

NAME ____________________ SCHOOL ____________________ PROJECT ____________

DIRECTIONS: Record the total amount of TIME in terms of Hours (H) and Minutes (M).

Coordinator of Parent Partnership Teacher Service Center:
Total Time per day - 5 1/2 hrs./330 minutes

OFFICE OF RESEARCH & EVALUATION
TITLE ONE
EVALUATION SERVICES

MARKING INSTRUCTIONS

- Use Black lead pencil only.
- Make heavy black marks that fill circles completely.
- Make NO stray marks on either side of this sheet.

●● Proper Marks

- Erase completely any answer you wish to change.

ACTIVITY	MON H	MON M	TUE H	TUE M	WED H	WED M	THU H	THU M	FRI H	FRI M
Preparing materials for PEACH staff development sessions	①②③④⑤	⑩⑳㉚㊵㊿	①②③④⑤	⑩⑳㉚㊵㊿	①②③④⑤	⑩⑳㉚㊵㊿	①②③④⑤	⑩⑳㉚㊵㊿	①②③④⑤	⑩⑳㉚㊵㊿
	①②③④⑤	⑩⑳㉚㊵㊿	①②③④⑤	⑩⑳㉚㊵㊿	①②③④⑤	⑩⑳㉚㊵㊿	①②③④⑤	⑩⑳㉚㊵㊿	①②③④⑤	⑩⑳㉚㊵㊿
Conferences with Program Manager/Director	①②③④⑤	⑩⑳㉚㊵㊿	①②③④⑤	⑩⑳㉚㊵㊿	①②③④⑤	⑩⑳㉚㊵㊿	①②③④⑤	⑩⑳㉚㊵㊿	①②③④⑤	⑩⑳㉚㊵㊿
Planning for workshops for parents/teachers	①②③④⑤	⑩⑳㉚㊵㊿	①②③④⑤	⑩⑳㉚㊵㊿	①②③④⑤	⑩⑳㉚㊵㊿	①②③④⑤	⑩⑳㉚㊵㊿	①②③④⑤	⑩⑳㉚㊵㊿
Disseminating materials/information to parents	①②③④⑤	⑩⑳㉚㊵㊿	①②③④⑤	⑩⑳㉚㊵㊿	①②③④⑤	⑩⑳㉚㊵㊿	①②③④⑤	⑩⑳㉚㊵㊿	①②③④⑤	⑩⑳㉚㊵㊿
Visitations to resource centers (e.g., NLRC, regional for educational/instructional materials	①②③④⑤	⑩⑳㉚㊵㊿	①②③④⑤	⑩⑳㉚㊵㊿	①②③④⑤	⑩⑳㉚㊵㊿	①②③④⑤	⑩⑳㉚㊵㊿	①②③④⑤	⑩⑳㉚㊵㊿
Performing non-Coordinator of PPTSC activities as directed	①②③④⑤	⑩⑳㉚㊵㊿	①②③④⑤	⑩⑳㉚㊵㊿	①②③④⑤	⑩⑳㉚㊵㊿	①②③④⑤	⑩⑳㉚㊵㊿	①②③④⑤	⑩⑳㉚㊵㊿
Working with parents re: educational/instructional materials	①②③④⑤	⑩⑳㉚㊵㊿	①②③④⑤	⑩⑳㉚㊵㊿	①②③④⑤	⑩⑳㉚㊵㊿	①②③④⑤	⑩⑳㉚㊵㊿	①②③④⑤	⑩⑳㉚㊵㊿
Keeping other School District units aware of PPTSC	①②③④⑤	⑩⑳㉚㊵㊿	①②③④⑤	⑩⑳㉚㊵㊿	①②③④⑤	⑩⑳㉚㊵㊿	①②③④⑤	⑩⑳㉚㊵㊿	①②③④⑤	⑩⑳㉚㊵㊿
Maintaining (e.g., cataloguing a Lending Library system for instructional/educational materials	①②③④⑤	⑩⑳㉚㊵㊿	①②③④⑤	⑩⑳㉚㊵㊿	①②③④⑤	⑩⑳㉚㊵㊿	①②③④⑤	⑩⑳㉚㊵㊿	①②③④⑤	⑩⑳㉚㊵㊿
Researching, extracting, collating educational materials for home/school use	①②③④⑤	⑩⑳㉚㊵㊿	①②③④⑤	⑩⑳㉚㊵㊿	①②③④⑤	⑩⑳㉚㊵㊿	①②③④⑤	⑩⑳㉚㊵㊿	①②③④⑤	⑩⑳㉚㊵㊿
Obtaining current listings from various sources for ordering materials re: handicapping conditions	①②③④⑤	⑩⑳㉚㊵㊿	①②③④⑤	⑩⑳㉚㊵㊿	①②③④⑤	⑩⑳㉚㊵㊿	①②③④⑤	⑩⑳㉚㊵㊿	①②③④⑤	⑩⑳㉚㊵㊿
Working with teachers/PEACH staff re: educational/instructional materials	①②③④⑤	⑩⑳㉚㊵㊿	①②③④⑤	⑩⑳㉚㊵㊿	①②③④⑤	⑩⑳㉚㊵㊿	①②③④⑤	⑩⑳㉚㊵㊿	①②③④⑤	⑩⑳㉚㊵㊿
Ordering/filing/inventorying new materials	①②③④⑤	⑩⑳㉚㊵㊿	①②③④⑤	⑩⑳㉚㊵㊿	①②③④⑤	⑩⑳㉚㊵㊿	①②③④⑤	⑩⑳㉚㊵㊿	①②③④⑤	⑩⑳㉚㊵㊿

NO. CLASSES M	T	W	T	F	NO. TEACHERS M	T	W	T	F
⓪①②③④⑤⑥⑦⑧⑨	⓪①②③④⑤⑥⑦⑧⑨	⓪①②③④⑤⑥⑦⑧⑨	⓪①②③④⑤⑥⑦⑧⑨	⓪①②③④⑤⑥⑦⑧⑨	⓪①②③④⑤⑥⑦⑧⑨	⓪①②③④⑤⑥⑦⑧⑨	⓪①②③④⑤⑥⑦⑧⑨	⓪①②③④⑤⑥⑦⑧⑨	⓪①②③④⑤⑥⑦⑧⑨

A

School | I.D. No. | Grade | Yrs | Pg.

D F

Period Beg. | Absent | Prog. | COP Prog. Yes No

Sep, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May, Jun

Sex F M

WORK SCHEDULE

G I

NCS Trans-Optic F2482-54321

DIRECTIONS FOR FILLING IN THIS FORM -

WEEKLY SUMMARY OF ACTIVITIES - FORM 18-440

NAME ____________________ SCHOOL ______________ PROJECT P.E.A.C.H.

DIRECTIONS: Record the total amount of TIME in terms of Hours (H) and Minutes (M)

OFFICE OF
RESEARCH & EVALUATION
TITLE ONE
EVALUATION SERVICES

MARKING INSTRUCTIONS

- Use Black lead pencil only.
- Make heavy black marks that fill circles completely.
- Make NO stray marks on either side of this sheet

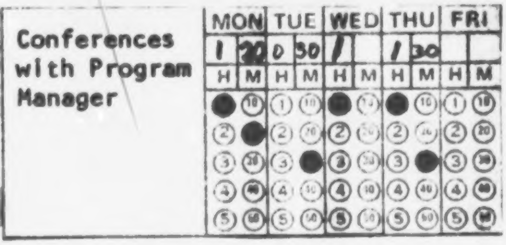
●● Proper Marks

- Erase completely any answer you wish to change

Social Worker: Total time per day - 6 3/4 hours/405 minutes

FIRST: Select the form with your job title
SECOND: Print your name on top of the sheet
THIRD: Fill in each of the activity blocks indicating the hours (H) and minutes (M) you provided for each of these activities during each day of the week.

EXAMPLE FOR SAMPLE ACTIVITY



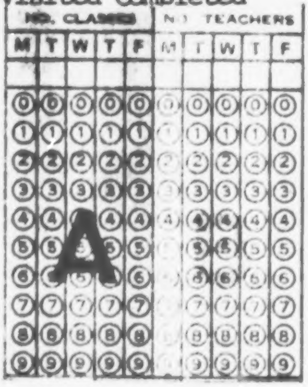
Suppose on Monday you spent 50 minutes in the morning and 30 minutes in the afternoon conferring with the Program Manager. Therefore, 50 + 30 = 80 min. or 1 hr. 20 min. on Monday is filled in: On Tuesday, you spent 30 minutes; on Wednesday, 55 minutes (equals 1 hour) and on Thursday 90 minutes or 1 hr. and 30 minutes. Study how it is filled in.

Note 1: If your time does not come out evenly, then use the closest amount. Thus 23 minutes would be a 20 and 47 minutes would be a 50. If you do not spend any time on a listed activity, leave it blank.

Note 2: Total amount of minutes per day should not exceed nor be less than the total number of minutes that is printed next to your job title on top of the page. Thus, the Social Worker is supposed to work 405 minutes per day (excluding lunch hour).

Note 3: If you are assigned activities that are not directly or not even peripherally related to your position, you would fill in the amount of time spent under the activity labelled, "Performing non-Social Worker Activities as directed."

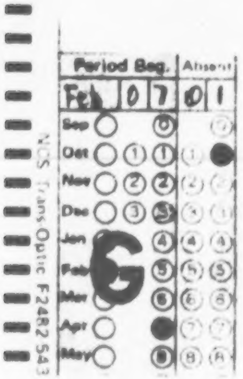
Number Homes Visited Number Reports Completed



FOURTH: Section A. Social Workers are to fill in the number of homes visited each day of the week. The Psychologist and the Educational Diagnostician fill in the number of children tested each day. Teachers in the Preschool Speech and Hearing Clinics are to record the number of children evaluated each day. Section B. Social Workers, Psychologists, Educational diagnosticians are to fill in the number of reports completed for each day of the week. Teachers in the Preschool Speech and Hearing Clinics are to fill in the number of children receiving therapy each day.

FIFTH: Section G. "Period beginning." Fill in the boxes and the bubbles for the month and day for which you are filling in this form. Example: Suppose you are filling in this form for the week of February 7-11. If the date is Feb 7 you would fill in the bubble for Feb and "07" for the "7".

SIXTH: Section H. "Absent" - If you did not work 5 full days, record the number of days you did not work. Thus, if one day of the week you were sick, or it was a snow day, or a holiday, you would fill in "01" as in the accompanying example.



APPENDIX P

SAMPLE COMPUTER PRINTOUTS FOR
WEEKLY SUMMARY OF ACTIVITIES - FORM 18-440

```
CH PROJECT--INTERIM REPORT FOR 9/76 TO 2/77--ANALYSIS                                                00.53.49  07/02/77  PAGE
UP CODES-- 1=DIAGNOSTICIAN, 2=SOCIAL WORKER, 3=INFORMATION SPECIALIST, 4=PSYCHOLOGIST

M12

                              TOTAL                       GROUP    1                     GROUP    2                     GROUP    3

 SCORE INTERVALS         F   PCT       CF MID-P      F   PCT       CF MID-P      F   PCT       CF MID-P      F   PCT       CF MID-

 5.001 -  350.000        0   0.0       78 100.0      0   0.0       37 100.0      0   0.0       23 100.0      0   0.0       11 100
95.001 -  325.000        0   0.0       78 100.0      0   0.0       37 100.0      0   0.0       23 100.0      0   0.0       11 100
65.001 -  295.000        0   0.0       78 100.0      0   0.0       37 100.0      0   0.0       23 100.0      0   0.0       11 100
35.001 -  265.000        0   0.0       78 100.0      0   0.0       37 100.0      0   0.0       23 100.0      0   0.0       11 100
05.001 -  235.000        0   0.0       78 100.0      0   0.0       37 100.0      0   0.0       23 100.0      0   0.0       11 100
175.001 - 205.000        0   0.0       78 100.0      0   0.0       37 100.0      0   0.0       23 100.0      0   0.0       11 100
45.001 -  175.000        0   0.0       78 100.0      0   0.0       37 100.0      0   0.0       23 100.0      0   0.0       11 100
115.001 - 145.000        0   0.0       78 100.0      0   0.0       37 100.0      0   0.0       23 100.0      0   0.0       11 100
 85.001 - 115.000        1   1.3       78  99.4      1   2.7       37  98.6      0   0.0       23 100.0      0   0.0       11 100
 55.001 -  85.000        1   1.3       77  98.1      0   0.0       36  97.3      0   0.0       23 100.0      0   0.0       11 100
 25.001 -  55.000        6   7.7       76  93.6      3   8.1       36  93.2      2   8.7       23  95.7      0   0.0       11 100
  0.0   -  25.000       70  89.7       70  44.9     33  89.2       33  44.6     21  91.3       21  45.7     11 100.0       11  50

CASES PROCESSED  =                78                         37                          23                         11
MINIMUM VALUE    =                0.0                        0.0                         0.0                        0.0
MAXIMUM VALUE    =             90.0000                    90.0000                     36.0000                    10.0000
SUM OF SCORES    =            633.5000                   304.0000                    114.0000                    42.0000
SUM SQD. SCORES  =          26523.2500                 14600.0000                   3492.0000                   268.0000
MEAN             =              8.1218                     8.2162                      4.9565                     3.8182
STND. DEV. (N)   =             16.5553                    18.0856                     11.2809                     3.1281
STND. DEV. (N-1) =             16.6624                    18.3351                     11.5344                     3.2808
```

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ACH PROJECT--INTERIM REPORT FOR 9/76 TO 2/77--ANALYSIS                              00.53.49  07/02/77  PAGE
OUP CODES-- 1=DIAGNOSTICIAN, 2=SOCIAL WORKER, 3=INFORMATION SPECIALIST, 4=PSYCHOLOGIST

EM12

     PERCENTILE            TOTAL        GROUP  1       GROUP  2       GROUP  3       GROUP  4

        25                3.3571         3.4091         3.2142         2.5000         5.5000
        50               11.7143        11.8181        11.4286        10.0000        16.0000
        75               20.0714        20.2272        19.6428        17.5000        32.4999

CASES PROCESSED  =        78             37             23             11             7
MINIMUM VALUE    =         0.0            0.0            0.0            0.0           0.0
MAXIMUM VALUE    =        90.0000        90.0000        36.0000        10.0000        72.0000
SUM OF SCORES    =       633.5000       304.0000       114.0000        42.0000       173.5000
SUM SQD. SCORES  =     26523.2500     14600.0000      3492.0000       268.0000      8163.2500
MEAN             =         8.1218         8.2162         4.9565         3.8182        24.7857
STND. DEV. (N)   =        16.5553        18.0856        11.2809         3.1281        23.4914
STND. DEV. (N-1) =        16.6624        18.3351        11.5344         3.2808        25.3736
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IPC
                                                        APPENDIX P
                        TOTAL                     GROUP     1                   GROUP     2                   GROUP     3

 SCORE INTERVALS       F    PCT        CF MID-P     F    PCT        CF MID-P     F    PCT        CF MID-P     F    PCT        CF MIC-P

5.001 -   100.000      0    0.0        78 100.0     0    0.0        37 100.0     0    0.0        23 100.0     0    0.0        11 100.0
5.001 -    95.000      0    0.0        78 100.0     0    0.0        37 100.0     0    0.0        23 100.0     0    0.0        11 100.0
5.001 -    85.000      0    0.0        78 100.0     0    0.0        37 100.0     0    0.0        23 100.0     0    0.0        11 100.0
5.001 -    75.000      0    0.0        78 100.0     0    0.0        37 100.0     0    0.0        23 100.0     0    0.0        11 100.0
5.001 -    65.000      0    0.0        78 100.0     0    0.0        37 100.0     0    0.0        23 100.0     0    0.0        11 100.0
5.001 -    55.000      0    0.0        78 100.0     0    0.0        37 100.0     0    0.0        23 100.0     0    0.0        11 100.0
5.001 -    45.000      1    1.3        78  99.4     0    0.0        37 100.0     0    0.0        23 100.0     0    0.0        11 100.0
5.001 -    35.000      0    0.0        77  98.7     0    0.0        37 100.0     0    0.0        23 100.0     0    0.0        11 100.0
5.001 -    25.000      2    2.6        77  97.4     2    5.4        37  97.3     0    0.0        23 100.0     0    0.0        11 100.0
5.001 -    15.000     26   33.3        75  79.5    15   40.5        35  74.3     3   13.0        23  93.5     7   63.6        11  68.2
0.0   -     5.000     49   62.8        49  31.4    20   54.1        20  27.0    20   87.0        20  43.5     4   36.4         4  18.2

SES PROCESSED   =          78                          37                           23                          11
NIMUM VALUE     =          0.0                         0.0                          0.0                         1.3333
XIMUM VALUE     =          36.6492                     18.3333                      9.2308                      9.5238
M OF SCORES     =          334.9456                    182.1210                     28.4828                     66.4019
M SQD. SCORES   =          4136.9141                   1866.9429                    231.3687                    464.8147
AN              =          4.2942                      4.9222                       1.2384                      6.0365
ND. DEV. (N)    =          5.8820                      5.1215                       2.9199                      2.4117
ND. DEV. (N-1)  =          5.9200                      5.1922                       2.9855                      2.5254



                        TOTAL                     GROUP     4

 SCORE INTERVALS       F    PCT        CF MID-P     F    PCT        CF MID-P

95.001 -  100.000      0    0.0        78 100.0     0    0.0         7 100.0
85.001 -   95.000      0    0.0        78 100.0     0    0.0         7 100.0
75.001 -   85.000      0    0.0        78 100.0     0    0.0         7 100.0
65.001 -   75.000      0    0.0        78 100.0     0    0.0         7 100.0
55.001 -   65.000      0    0.0        78 100.0     0    0.0         7 100.0
45.001 -   55.000      0    0.0        78 100.0     0    0.0         7 100.0
35.001 -   45.000      1    1.3        78  99.4     1   14.3         7  92.9
25.001 -   35.000      0    0.0        77  98.7     0    0.0         6  85.7
15.001 -   25.000      2    2.6        77  97.4     0    0.0         6  85.7
 5.001 -   15.000     26   33.3        75  79.5     1   14.3         6  78.6
 0.0   -    5.000     49   62.8        49  31.4     5   71.4         5  35.7

ASES PROCESSED   =          78                          7
INIMUM VALUE     =          0.0                         0.0
AXIMUM VALUE     =          36.6492                     36.6492
UM OF SCORES     =          334.9456                    57.9398
UM SQD. SCORES   =          4136.9141                   1573.7898
EAN              =          4.2942                      8.2771
TND. DEV. (N)    =          5.8820                      12.5027
TND. DEV. (N-1)  =          5.9200                      13.5044
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PEACH PROJECT--INTERIM REPORT FOR 9/76 TO 2/77--ANALYSIS                          00.53.49  07/02/77  PAGE
GROUP CODES-- 1=DIAGNOSTICIAN, 2=SOCIAL WORKER, 3=INFORMATION SPECIALIST, 4=PSYCHOLOGIST

ACT11PC

                         SUM OF                        MEAN
           SOURCE        SQUARES        N.D.F.         SQUARE          F            P

           TOTAL        2698.602          77
           AMONG         373.805           3          124.602        3.966        0.011
           WITHIN       2324.796          74           31.416
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P-4

APPENDIX Q

SUMMARIES OF WEEKLY SUMMARY OF ACTIVITIES

FORM 18-440

FOR POSITIONS LISTED IN APPENDIX O

APPENDIX Q

Weekly Summary of Activities
(Form 18-440)

Summaries are presented for the following positions:

Table 1 - Teacher of Speech Correction and Hearing Impaired

Table 2 - Teacher of Hearing Impaired

Table 3 - Educational Diagnostician

Table 4 - Social Service Program Specialist

Table 5 - Family Service Teacher

Table 6 - Family Service Aide

Table 7 - Information Specialist

Table 8 - Educational Specialist

Table 9 - School Psychologist

Table 10 - Financial Management Trainee

Table 11 - Physical Therapist

Table 12 - Program Manager of PEACH Program

Table 13 - Program Manager for Speech and Hearing Unit

Table 14 - Coordinator of Parent-Teacher Partnership Program

APPENDIX Q

Highlights and Discussion of Table 1: The Teacher of Preschool Speech Correction/Hearing Impaired - 13 Teachers Reporting.

A. Major Areas of Activities

Approximately 40% of the time, the teacher spent working directly with children (therapy, evaluations). Another 37% of the time was spent on related work that involved the children and their parents (report writing, consulting with others, counseling parents, scheduling)

B. Discussion - No problems noted.

Highlights and Discussion of Table 2: The Teacher of Hearing Impaired - 1 Teacher.

A. Major Areas of Activities

Approximately 72% of the time (therapy, evaluations, traveling to sites, consulting with others, writing reports) the teacher spent indirect services to children and related activities.

B. Discussion - Only 1% of the therapists time was spent meeting with the multidisciplinary team. The adequacy of this degree of involvement needs to be considered.

Highlights and Discussion of Table 3: The Educational Diagnostician - 5 ED's Reporting.

A. Major Areas of Activities

During the first half of the year, approximately a third of the Ed's time was spent evaluating and working with children, and related activities (writing reports, IEP's, developing educational materials, testing, counseling parents, MDT staffing, home visits, consulting with agencies). This was increased to over 70% of the ED's time during the second half of the year.

B. Discussion - During the first half of the year, the average ED reported spending a third of the time performing non-ED activities as directed by superiors. This was reduced to 9% of the time during the second half of the year. Similarly during the first half of the year, the ED's wrote no IEP's. However, during the second part of the year, the ED's reported spending over a third of the time writing IEP's.

Highlights and Discussion of Table 4: The Social Service Program Specialists (SSPS) - 5 SSPS's Reporting

A. Major Areas of Activities

During the first half of the year, the SSPS spent half of the time performing social work and related activities (home visits, appointments, intake, reports, traveling, contacting agencies). This was increased to approximately 80% of the time during the second half of the year.

B. Discussion - During the first half of the year, the SSPS spent nearly a third of the time performing non-related activities and miscellaneous chores. This was reduced to 13% of the time during the second half of the year. Very little time was spent counseling parents (2%), implementing IEP's (1%), and contacting agencies (3%).

Highlights and Discussion of Table 5: The Family Service Teacher (FST) - 4 FST's reporting.

A. Major Areas of Activities

Approximately 50% of the time was spent in the classroom working with children (individual and group work) and 31% in classroom related activities (developing materials, maintaining classroom, testing, consulting with others, writing reports, training aides.)

B. Discussion - Nearly 15% of the time the Family Service Teacher spent performing non-job related tasks. Little time was spent counseling parents (0.8%).

APPENDIX Q

Highlights and Discussion for Table 6: Family Service Aide - 3 Aides Reporting.

A. Major Areas of Activities

Approximately 62% of the aides' time was spent working with children and in related activities (maintaining classroom, snack and lunch periods, preparing materials, conferences, special assignments, MDT staffing).

B. Discussion - Nearly 30% of the time, the aide reported performing non-classroom aide activities. The impact of this situation on the classroom program needs to be investigated.

Highlights and Discussion for Table 7: Information Specialist

A. Major Areas of Activities

Approximately 45% of the IS's time was spent in the area of media coverage (preparing releases, brochures, distribution of media products, arranging coverage via media, responding to inquiries) and 26% in other public relations activities (contacting non-public school agencies, talks to groups, conferences, meeting with various agencies).

B. Discussion - The IS spent approximately 9% of the time performing non-IS activities as directed. In addition, maintaining the child-tracking system accounted for 7% of the time of the IS.

Highlights and Discussion for Table 8: (Acting) Educational Specialist

A. Major Areas of Activities

The ES spent approximately 46% of the time maintaining the McBee Key Sort child tracking system (recording information onto black book, recording and notching initial information onto card, notching further professional data, summarizing data, updating cards from Speech/Hearing unit) and 30% of the time maintaining the Code-A-Phone and

and related operations (answering direct calls for information, referring callers, responding to Code-A-Phone, consulting with outside agencies for placement and referral).

B. Discussion - Nearly 15% of the time, the IS reporter spent performing non-IS activities as directed.

Highlights and Discussion of Table 9: 5 Psychologists Reporting

A. Major Areas of Activities

Approximately 80% of the time of the psychologists was spent working with children and related activities (testing, report writing, counseling parents, consulting with other professionals, MDT staffing travel).

B. Discussion - The psychologist's activity reports accounted for only 355 minutes out of 405 minutes per day.

Highlights and Discussion of Table 10: The Financial Management Trainee

A. Major Areas of Activities

The FMT spent approximately 85% of the time working on PEACH project related activities (maintaining up-to-date financial status of project, checking/verifying orders, petty cash account, facilitating personnel requisitions, conferences, ordering materials, budget preparation for FY 77-78, summarizing financial reports).

B. Discussion - Approximately 8% of the time was spent on other special projects directed by the budget division.

Highlights and Discussion of Table 11: The Physical Therapist

A. Major Areas of Activities

Approximately 80% of the PT's time was spent providing direct services to children and related activities (treatment, testing, MDT staffing, reports, writing IEP's, consulting with outside agencies/other professionals) and nearly a fifth of the time traveling to the homes.

B. Discussion - No problems noted.

Highlights and Discussion of Table 12: Program Manager for PEACH Staff

A. Major Areas of Activities

The PM spent 45% of the time in general administration and management tasks and an additional 47% of the time in conferences, meetings and staff development activities.

B. No problems noted.

Highlights and Discussion of Table 13: Program Manager for Preschool Speech and Hearing Services.

A. Major Areas of Activities

Approximately half of the PM's time was spent in administration and managerial duties (general administration, responding to inquiries, requisitioning, travel, writing reports) and 30% in conferences (with professional, with clinicians, with supervisors, with PEACH staff).

B. No problems noted.

Highlights and Discussion of Table 14: Coordinator of Parent Teacher Partnership Resource Center

A. Major Areas of Activities

The coordinator reported that two fifths of the time spent was spent in scheduling children to be screened, evaluated and verified by the PEACH staff and another fifth of the time preparing materials for the PEACH staff development sessions.

B. Discussion - Only 30% of the time was spent on specifically job related tasks (parent orientation, dissemination of materials, library activities). Little time was spent in maintaining and updating materials for the center (6 %).

TABLE 1

WEEKLY SUMMARY OF ACTIVITIES FOR 13 TEACHERS OF PRESCHOOL SPEECH CORRECTION/HEARING IMPAIRED SUBMITTING A TOTAL OF 191 REPORTS FROM FEB. 1, 1977 - JUNE 30, 1977

Activity (in order of Priorities)	Mean Number of Minutes Per Day	% of Total Activities
1. Diagnostic therapy - including preparation	120	34%
2. Writing reports (initial, IEP's, midyear, final summaries, documentation)	67	18%
3. Staff Development (meetings, professional interaction in clinic)	40	11%
4. Parent counseling (including phone contacts), parent workshops	31	9%
5. Clinic maintenance (inventorying, straightening up, requisitions)	20	5.56%
6. Diagnostic evaluations (i.e. testing)	18	5%
7. Researching, reviewing materials, tests, therapeutic techniques	13	3.54%
8. Consulting with other professions re: children (phone/personal)	12	3.5%
9. Performing non-teacher therapy activities as directed	10	3%
10. Scheduling	9	2.5%
11. Travel	9	2.5%
12. Conference with Program Manager/Supervisor	4	1%
13. Visitation - Observation re: children in school/home setting	3	0.8%
Total	356	99.3%

APPENDIX Q

TABLE 2

WEEKLY SUMMARY OF ACTIVITIES FOR 1 TEACHER OF HEARING IMPAIRED SUBMITTING 13 WEEKLY REPORTS FROM MARCH 1977 - JUNE 1977

Activities	Number of Minutes Per Day		% of Time (Total Activities)
	Mean	Standard Deviation	
1. Writing reports (e.g. screening test results/referrals from testing (reports to test center)	82	50.4	21%
2. Diagnostic therapy (consultation; hearing aid and equipment management including preparation	20	29.6	18%
3. Staff development (meetings, professional interaction in clinic via phone/personal)	56	89.4	15%
4. Consulting with other professionals re: children (phone/personal)	44	20.4	11%
5. Evaluating children - hearing, screening, testing	39	36.6	10%
6. Travel	33	70.4	8.5%
7. Clinic maintenance (inventorying, straightening up, requisitions)	18	16.5	5%
8. Parent counseling (phone, screening, other, clinics, parent, workshops)	17	6.6	4.5%
9. Conferences with Program Manager/Supervisor	14	14.3	4%
10. Scheduling	4	5.0	1%
11. Researching, reviewing - materials, tests, therapeutic techniques	4	6.8	1%
12. Meeting with Multidisciplinary team	4	13.3	1%
	335		99%

APPENDIX Q TABLE 3

WEEKLY SUMMARY OF ACTIVITIES FOR 5 EDUCATIONAL DIAGNOSTICIANS SUBMITTING A TOTAL OF 155 REPORTS FROM OCT. 1, 1976 - JUNE 30, 1977

Activities	Oct. 1976 - Jan. 1977 N=51		Feb. - June 1977 N=104		F	P	Total Year N=155	
	Mean Number of Minutes Per Day	% of Total Activities	Mean Number of Minutes Per Day	% of Total Activities			Mean Number of Minutes Per Day	% of Total Activities
1. Preparing/Writing IEP's	2	0.5%	119	36%	18.036	0.000	80.5	24%
2. Performing non-Educational Diagnostician Activities as Directed	121	34%	28.5	8.5%	15.393	0.000	59.0	17.5%
3. Writing Summary Reports	48	14%	38.0	11.5%	0.320	0.811	41.5	12%
4. Staff Development Sessions	93	26%	16.0	5%	11.039	0.000	41.0	12%
5. Miscellaneous - Developing Educational Materials	19	5%	12.0	4%	0.328	0.805	14.0	4%
6. Evaluating Children (Testing)	28	8%	24.0	7%	0.151	0.929	26.0	7.78%
7. Counseling with Parents, Teachers re: IEP's	2	0.5%	29.0	8.5%	7.021	0.000	20.0	6%
8. Staffing with Multi-disciplinary Team	6	2%	16.0	5%	2.394	.071	13.0	4%
9. Workshops (Preparation and Attendance)	11	3%	10.0	3%	.019	.997	10.5	3%
10. Making Home Visits	2	0.5%	11.0	3%	0.667	0.574	8.0	2.0%
11. Travel	4	1.5%	10.0	3%	2.113	0.101	8.0	2.0%
12. Conferences with Program Manager	5	1.5%	6.0	2%	.059	0.981	6.0	2%
13. Consultations with Agencies including visitations	7	2%	6.0	2%	0.020	.996	6.0	2%
14. Scheduling	6	1.5%	5.0	1.5%	0.021	.996	5.0	1.5%
Total	353	100%	330.0	100%			338.0	100%

TABLE 4

WEEKLY SUMMARY OF ACTIVITIES FOR 5 SOCIAL WORKERS SUBMITTING
A TOTAL OF 140 REPORTS FROM OCT. 1976 - JUNE 30, 1977

Activities (in order of Priorities)	Oct. 1976 - Jan. 1977 N=6 Mean Number of Minutes Per Day	 % of Total Activities	Feb. - June 1977 N=79 Mean Number of Minutes Per Day	 % of Total Activities	F	P	TOTAL =140 Mean Number of Minutes Per Day	 % of Total Activities
1. Writing Summary Reports	54	17%	83.0	23%	2.09	.10	70.0	20%
2. Arranging Appointments (phone calls)	15	5%	56.0	15%	4.697	0.004	38.2	11%
3. Making Home Visits	34	11%	41.0	11%	0.44	0.721	38.0	11%
4. Performing non-Social Workers activities as directed	58	18%	18.0	5%	5.829	0.001	35.0	10%
5. Miscellaneous Activities - Visitation - Child Tracking	38	12%	30.0	8%			33.0	9.5%
6. Recording Intake Data	17	5%	37.5	10%	1.650	0.181	28.5	8%
7. Traveling	30	9%	28.0	8%	.071	0.975	29.0	8%
8. Staffing with Multi-disciplinary team	4.5	1%	27.0	7.5%	9.85	0.00	17.0	5%
9. Conference with Program Manager	13.0	4%	9.0	2%	0.621	.60	11.0	3%
10. Counseling Parents	0.5	0%	13.0	3.5%	3.187	0.026	8.0	2%
11. Staff Development	52.0	16%	11.0	3%	4.908	.003	29.0	8.4%
12. Implementing IEP's	0	0%	1.0	0%	0.507	0.678	0.5	0.1%
Agency Contacts	58.	2%	13.	3.5%	1.353	0.260	10.	3%
Total	321.	100%	367.	99.5%			347.	98.5%

APPENDIX Q

TABLE 5

WEEKLY SUMMARY OF ACTIVITIES FOR 4 FAMILY SERVICE TEACHERS SUBMITTING A TOTAL OF 45 REPORTS FROM FEBRUARY 1, 1977 - JUNE 30, 1977

Activities	Mean Number of Minutes Per Day	% of Total Activities
1. Working with Individual Children	97	27.6
2. Teaching Group/Class	79	22.6
3. Developing, Making Educational Materials for Class/Home Use	41	11.7
4. Performing Non-Family Service Teacher Activities as Directed	32	9.1
5. Maintaining (e.g. bulletin board), straightening-up classroom	30	8.6
6. Miscellaneous Activities	17	4.9
7. Attending Staff Development Sessions/Faculty Meetings	13	3.7
8. Consulting, Conferring with other District Personnel	12	3.4
9. Training, directing, working with Paraprofessional	10	2.9
10. Writing Summary Reports	9	2.6
11. Conferences with Program Manager	4	1.1
12. Counseling Parents	3	0.9
13. Administering, Scoring Tests	3	0.9

APPENDIX Q

TABLE 6

WEEKLY SUMMARY OF ACTIVITIES FOR 3 FAMILY SERVICE AIDES SUBMITTING A TOTAL OF 37 REPORTS FROM FEB. 1, 1977 - JUNE 30, 1977

Activities	Mean Number of Minutes Per Day	% of Total Activities
1. Working with children	115	29.6%
2. Performing non-classroom aide activities as directed	114	29.2%
3. Special Assignments	33	8.6%
4. Maintaining Classroom (e.g. straightening up)	27	7.0%
5. Snack and lunch periods (including preparation and actual periods, clean up)	19	4.9%
6. Preparing instructional materials	19	4.9
7. Conferences with Teacher/Supervisor	17	4.4
8. Miscellaneous	14	3.7
9. Attending multidisciplinary team sessions	12	3.2
10. Attend staff development sessions	8	2.1
11. Supervising non-enrolled siblings of of children in program	3.5	0.9
12. Record keeping	3	0.8
13. Picking up/dropping off children to/from homes	2	0.4
14. Working with parents	1.5	0.3
Total	388	99.8%

APPENDIX Q

TABLE 7

WEEKLY SUMMARY OF ACTIVITIES FOR 1 INFORMATION SPECIALIST SUBMITTING 40 REPORTS FROM SEPTEMBER 1, 1976 TO JUNE 30, 1977

Activity	Mean Number of Minutes Per Day	% of Total Activities
1. Assisting in/Writing Reports/ Proposals	56.5	14.9
2. Arranging coverage/Contacting Newspaper/ Radio TV Media	50	13.3
3. Conferences with School District Personnel		
4. Preparing Press/Radio releases	36	9.5
5. Responding (phone, letters)	34	8.9
6. Performing non-IS Activities as directed	33	8.8
7. Developing brochures, flyers, posters	29	7.7
8. Delivering/Arranging for talks to parents/ groups (P.R.)	28	7.4
9. Developing/ maintaining child tracking system (McBee Key Sort)	26.5	7.0
10. Distributing brochures, flyers, posters, mass letters	14	3.7
11. Meeting with community organizations/ hospitals	9	2.5
12. Contacting non-public school agencies	7	1.9
13. Miscellaneous	5	1.3
Total	378	100

APPENDIX Q

TABLE 8

WEEKLY SUMMARY OF ACTIVITIES FOR 1 EDUCATIONAL SPECIALIST (SUBSTITUTE: SOCIAL WORKER) SUBMITTING REPORTS FOR 11 WEEKS FROM APRIL 1977 - JUNE 1977

Activities	Mean Number of Minutes Per Day	% of Total Activities
1. Answering direct calls for information	64.5	16.8%
2. Summarizing data from McBee Keysort/ Files/Records	53.5	13.9%
3. Transferring and Punching Basic initial information to McBee Keysort Card	53.	13.7%
4. Performing Administrative Duties as directed	37.5	9.7
5. Punching further professional data onto McBee Keysort Card	25.5	6.6
6. Returning calls made via Code - A Phone	25.1	6.5
7. Recording Basic Information "Complimentary" Black Book	22.	5.8
8. Updating/Maintaining McBee Keysort for Speech/Hearing Clinic	20.5	5.3
9. Consulting with agencies re: placement/ referral	20.	5.2
10. Miscellaneous	18.	4.7
11. Conference with Project Personnel	17.	4.4
12. Performing other non-ES activities as directed	17.	4.4
13. Attending other meetings/conferences	8.	2.0
14. Referring to other appropriate district services	4.	0.9
Total	385.	99.9%

TABLE 9

WEEKLY SUMMARY OF ACTIVITIES FOR 5 PSYCHOLOGISTS SUBMITTING A TOTAL OF 76 REPORTS FROM DEC. 1, 1976 - JUNE 30, 1977

Activities	Mean Number of Minutes Per Day	% of Total Activities
1. Evaluating Children (Testing)	97	27.3%
2. Writing Psychological Reports	74	20.9%
3. Counseling Parents	41	11.5%
4. Consulting with Other Professionals	36	10.0%
5. Staffing with Multidisciplinary Team	30	8.5%
6. Travel	23	6.5%
7. Miscellaneous - Staff Development	14	4.0%
8. Conferences with Program Manager	12	3.0%
9. Writing Summary Reports	11	3.0%
10. Performing non-Psychologist Activities as Directed	9	2.5%
11. Talks to Parents (Public Relations)	6	2.0%
12. Servicing Family Services Unit	2	0.5%
Total	355	99.9%

APPENDIX Q

TABLE 10

WEEKLY SUMMARY OF ACTIVITIES FOR 1 FINANCIAL MANAGEMENT TRAINEE SUBMITTING 7 REPORTS FROM MAY 1977 - JUNE 1977

Activities	Mean Number of Minutes Per Day	% of Total Activities
1. Maintain to date financial status of project	84	20.2%
2. Prepare projected budgets	73	17.4%
3. Conferences with Project Director/Peach staff	52	12.5%
4. Check/veify purchase orders	44	10.5%
5. Maintain petty cash account	38	9.1%
6. Work on special projects as directed by budget division	33	7.9%
7. Summarizing financial reports (including interim, final)	29	6.9%
8. Attend staff meetings (including staff development, MDT meetings)	25	5.9%
9. Facilitate personnel requisitions	15	3.6%
10. Travel	12	2.8%
11. Ordering (phone, letter, forms)	10	2.5%
12. Performing non-FMT activities as directed	3	0.7%
Total	418	100.0%

APPENDIX Q

TABLE 11

WEEKLY SUMMARY OF ACTIVITIES FOR 1 PHYSICAL THERAPIST SUBMITTING 11 WEEKLY REPORTS FROM APRIL 11, 1977 - JUNE 30, 1977

Activities	Mean Number of Minutes Per Day	% of Total Activities
1. Rendering treatment	130	41.1%
2. Travel	57	18.1%
3. Staffing with multidisciplinary team	32	10.1%
4. Evaluating children (Testing)	27	8.5%
5. Consultation with agencies (incl. visitation) other professionals re: children	25	7.9
6. Counseling with parents re: IEP progress	17	5.4
7. Preparing/Writing IEP's	14	4.4%
8. Conferences with Program Manager	9	2.8%
9. Writing Summary Reports/Initial Evaluation Reports	3	1.0%
10. Performing non-P.T. activities as directed	2	0.6%
11. Staff Development	0	0.0%
12. Parent Placement Conferences	0	0.0%
Total	316	99.9%

APPENDIX Q

TABLE 12

WEEKLY SUMMARY OF ACTIVITIES (FORM (8-440) FOR 1 PROGRAM MANAGER FOR PEACH STAFF SUBMITTING 23 WEEKLY REPORTS FROM FEB. 1, 1977 - JUNE 30, 1977

Activities	Mean Number of Minutes Per Day	% of Total Activities
1. General Administration/Managerial Tasks	202	45.0%
2. Agencies, consultations, visitations, placement, workshops	62	14.0%
3. Staff Development (Prep & Delivery)	64	14.0%
4. Meetings and Presentation - Task Force, district, etc. (incl. preparation)	45	10.0%
5. Conferences with Project Director/ Administrators	23	5.0%
6. Conferences with Supervising PEACH Staff re: progress reports, test interp., evaluation, follow-ups	19	4.0%
7. Staffing with Multi-disciplinary Team	13	3.0%
8. Performing non-Program Manager Activities as directed	15	3.0%
9. Responding to parents inquiries (phone, letter)	4	0.8%
10. Talks to parents/groups (P.R. Workshops)	4	0.8%
11. Coordinating MDT (preplanning staff, scheduling)	2	0.4%
12. Writing reports	0	0.0%
13. Travel	0	0.0%
Total	453	100.0%

APPENDIX Q

TABLE 13

WEEKLY SUMMARY OF ACTIVITIES FOR 1 PROGRAM MANAGER FOR PRESCHOOL SPEECH AND HEARING SERVICES SUBMITTING REPORTS FOR 11 WEEKS FROM FEB. 1977 - APRIL 1977

Activities	Number of Minutes Per Day Mean	Percent of Total Activities
1. General Administration/Managerial Duties	102	25.75
2. Conferences/Consultations with Clinicians	55	13.88
3. Staff Development-Preparation, Delivery and Participation	49	12.37
4. Writing Reports	30	7.57
5. Conferences with Supervisor, Asst. Director of Special Education	23	5.80
6. Professional Conference	22	5.55
7. Travel	22	5.55
8. Responding (phone, letter)	18	4.54
9. Developing brochures, flyers, materials for public awareness	17	4.29
10. Conferences with PEACH Personnel	15	3.78
11. Talks to Parents (Groups, P.R.)	14	3.53
12. Requistioning/Maintaining Inventory (for all clinics)	13	3.28
13. Evaluating Children (Testing/Providing Therapy	9	2.27
14. Staffing with Multidisciplinary Team	7	1.76
Total	396	99.92

APPENDIX Q

TABLE 14

WEEKLY SUMMARY OF ACTIVITIES FOR 1 COORDINATOR-PARENT TEACHER PARTNERSHIP RESOURCE CENTER SUBMITTING 23 WEEKLY REPORTS FROM FEB. 1, 1977 - JUNE 30, 1977

Activities	Mean Number of Minutes Per Day	% of Total Activities
1. Scheduling for PEACH	172.0	41.9%
2. Preparing materials for PEACH staff development sessions	88.0	21.5%
3. Planning for workshops for parents/ teachers	31.0	7.5%
4. Disseminating materials/information to parents	27.0	6.5%
5. Working with parents re: educational/ instructional materials	26.0	6.2%
6. Ordering/filing/inventorying new materials	17.0	4.2%
7. Working with teachers/PEACH staff re: educational/instructional materials	16.0	4.0%
8. Researching, extracting, collecting educational materials for home/school use	11.0	2.7%
9. Keeping other school district units aware of PTP Center	7.0	1.8%
10. Conferences with Program Manager/ Director	6.5	1.6
11. Obtaining current listings from various sources for ordering materials re: handicapped conditions	5.0	1.2
12. Maintaining (e.g. cataloging a lending library system for instructional/ educational materials	3.0	0.6
13. Visitation to resource centers (e.g. NLRC), for educational/instructional materials	1.0	0.3
Total	410.5	100.0%

APPENDIX R

Memorandum to Staff - April 11, 1977

APPENDIX R

THE SCHOOL DISTRICT OF PHILADELPHIA

MEMORANDUM

TO NAME AND OFFICE
All Staff, Project P.E.A.C.H.

FILE NO.
340

FROM NAME AND OFFICE
June Hairston-Brown JHB

DATE
April 11, 1977

SENDER'S TELEPHONE
627-2368

SUBJECT
Staff Shedules

As of April 18, 1977 Mrs. Leavy will be responsible for all scheduling. All schedules will be prepared and distributed one week in advance of appointments. If personal reasons prevent you from keeping an appointment, Mrs. Leavy should be notified in time to make the necessary scheduling changes.

Each psychologist, educational diagnostician and social worker will be required to test and complete all reports on no less than 12 youngsters each week (any change from this requirement should be discussed with me personally).

This memo is also to serve as a reminder: the work day for all 10 month employees is 8:45 A.M. - 3:00 P.M., for 12 months employees 8:45 A.M. - 4:30 P.M. Any 12 month employee using a school as a testing site is not excused to leave at the end of the school day. You will be required to report to a district office, make a home visit or return to 13th & Spring Garden Streets. Mrs. Leavy will assist with this scheduling.

This is not a change in working conditions, it is just to enforce what we should be doing. We have a responsibility to the children and parents on our waiting list.

Anyone having difficulty following these directions should see me personally. It is I who assigned Mrs. Leavy to make the scheduling arrangements.

JHB/ab

P.S. Don't forget to give Dr. Scheiner your weekly summary of activities.

FORM # 30—MEMORANDUM—SCHOOL DISTRICT OF PHILADELPHIA (JUNE 1969)

APPENDIX S

Memorandum by Project Director to
Dr. Marechal-Neil E. Young
Associate Superintendent of Special Education
October 8, 1976

APPENDIX S

THE SCHOOL DISTRICT OF PHILADELPHIA

MEMORANDUM

TO — NAME AND OFFICE
Dr. Marechal-Neil E. Young
Associate Superintendent of Special Education

FROM — NAME AND OFFICE
Dr. June Hairston-Brown
Assistant Director of Special Education

FILE NO. 340

DATE Oct. 8, 1976

SENDER'S TELEPHONE 627-2367

SUBJECT Project PEACH Services

Currently, PEACH is receiving approximately 60 calls per week. Of this number, PEACH will provide the following services:

Social Workers	24 children per week
Psychologists	20 children per week
Educational Diagnosticians	50 children per week

We will also provide completed assessments for 20 children weekly. The projection of completed assessments for six months is 120.

The PEACH acronym means:
Prescriptive Education Approach for Children with Handicaps

The estimated number of unidentified handicapped children, ages 3-5, is 3,235. This figure is based on the 1970 census figures for Philadelphia.

Attached please find a Public Awareness Packet sent to local radio stations by our Information Manager, Deborah Stone.

FORM S 30 · MEMORANDUM—SCHOOL DISTRICT OF PHILADELPHIA (JUNE 196[illegible])